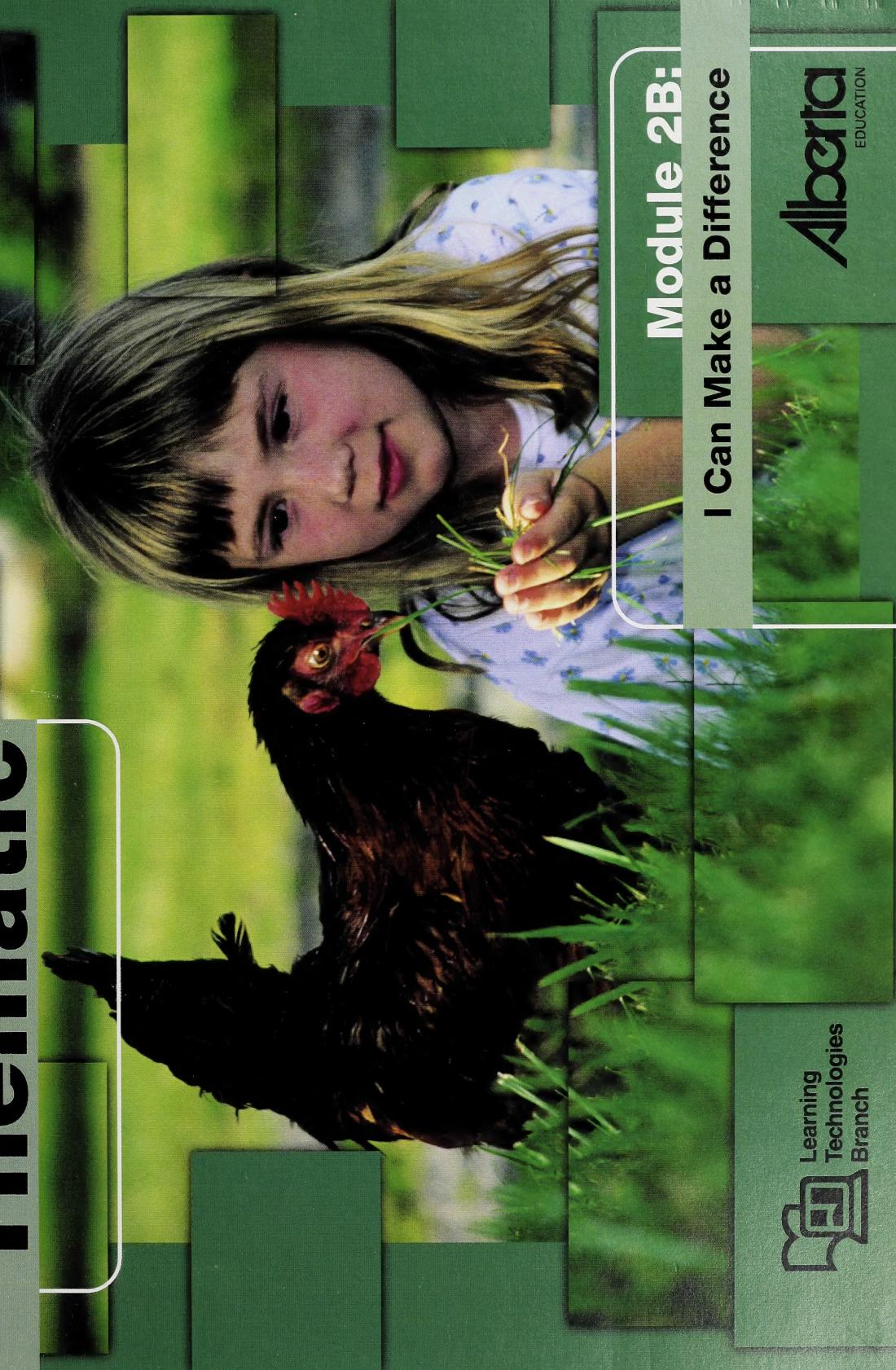


Module Three Thematic



Module 2B:

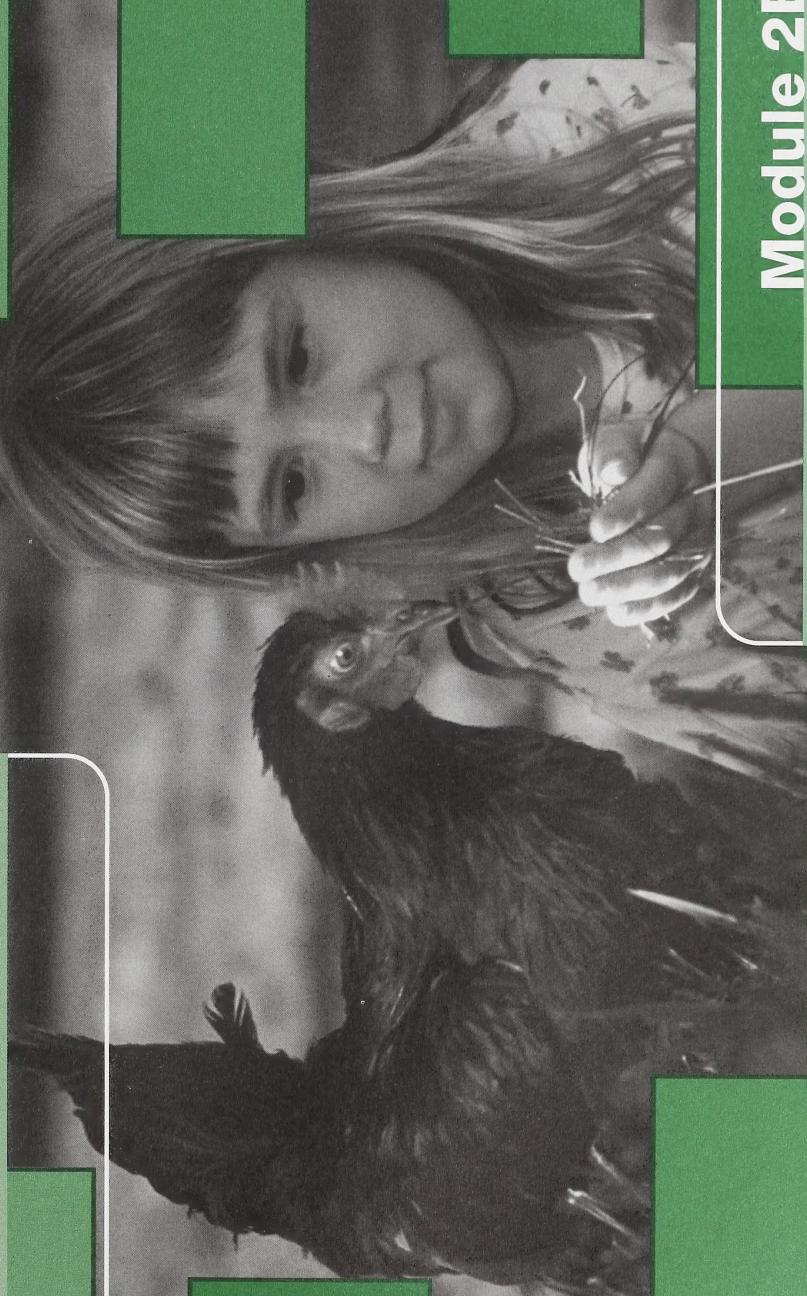
I Can Make a Difference

Alberta
EDUCATION



Grade Three Thematic

3



Module 2B:

I Can Make a Difference

IMAGE CREDITS

All images in this courseware were created by or for Alberta Education unless noted below or in subsequent lesson Image Credits.

Cover: Photodisc/Getty Images; **Title page:** Photodisc/Getty Images; **Contents page:** Photodisc/Getty Images; **Page 4:** Eyewire/Getty Images; **Page 163:** Rubberball Productions/Getty Images

All other image credits in this resource constitute a continuation of this copyright page.

Grade Three Thematic
Module 2B: I Can Make a Difference
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2680-9

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

 TECHNOLOGY [™]	You may find the following Internet sites useful:
	<ul style="list-style-type: none">• Alberta Education, http://www.education.gov.ab.ca• Learning Technologies Branch, http://www.education.gov.ab.ca/tb• Learning Resources Centre, http://www.lrc.education.gov.ab.ca

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2006, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education. This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.

Contents

Module Overview	4
Day 10: Cindy and a Catfish	6
Day 11: Oil Spills	24
Day 12: Habitat Damage	47
Day 13: Extinct Animals	66
Day 14: Animal Characters	84
Day 15: Aesop's Fables	103
Day 16: More Fables	119
Day 17: Haiku	136
Day 18: People Can Make a Difference	148
Module Summary	163



Module Overview

Do you like animals? Most of the activities in this part of the module deal with animals. You will read animal stories and animal fables, write haiku poetry, and do a science experiment.

As you work through the next few lessons, you will also learn more about oil spills, endangered animals, and tame animals. You'll continue to think about ways that people can make a difference to animals and to the environment.



What You Will Need

You will need the materials in your Course Container. Also collect the books and materials listed below. For Module 2B, you will need

- Module 2B Student Module Booklet

- Module 2B Assignment Booklet

- junior dictionary

- *Collections: Spreading My Wings and Collections: Tales—Princesses, Peas, and Enchanted Trees*

- *Modern Curriculum Press Phonics: Level C*

- beginner's classroom atlas

- interlined notebook or interlined paper for handwriting

- tape recorder or computer with recording capability

- *Grade Three Thematic Audio CD*

- pail, bowl, or dishpan; motor oil or vegetable oil; two feathers; magnifying glass; paper towels

- fabric scraps, cotton balls, wallpaper scraps, assorted gift-wrap scraps, coloured paper

See the Home Instructor's Guide for further information.



Get ready to listen to a story about a little girl and an animal in a pet store. You will think about how she made a difference.

You will also have a chance to learn more about the needs of tame animals. Have you ever thought about the responsibilities people take on when they care for animals?



Getting Started

Have you ever visited a pet store? What kind of animals did you see there? What animals do you like to watch? How were the animals in the pet store cared for? Tell your home instructor.



“The Catfish Palace”



Take out Spreading My Wings.

Look at the Contents page. Find the title “The Catfish Palace.”

1. What page is it on? _____

Turn to that page and look at the picture.

2. What animals do you see at the pet store?

Look at the other pictures in the story. Predict what you think will happen in the story. Tell your home instructor.

Discuss the student's experiences with pet stores.

The student will make a prediction about the story.

See the Home Instructor's Guide for a list of books by this author.

3. The author of this story is _____.

Read the information about the author on the bottom of page 63.

4. Where did Hazel grow up? _____

5. What did she dream of becoming? _____

6. Have you read any other stories by this author? _____



Take out your *Grade Three Thematic Audio CD*.

Listen to "The Catfish Palace"¹ on the *Grade Three Thematic Audio CD*.

The student will retell the story to you orally. Can the student summarize the story and include all of the necessary information?

When you have finished listening to the story, tell your home instructor what happened in the story. Remember, a good summary will tell

- who the characters are and what the setting is
- what happened in the beginning of the story
- the problem and other main ideas from the plot
- the solution to the problem



¹ Hazel J. Hutchins, *The Catfish Palace*. Used by permission of the author.

7. How did Cindy feel when she looked at the big catfish in the tank?

anxious

delighted

sad

angry

excited

8. Why do you think she felt that way?

9. How did Cindy make a difference?

If the student doesn't understand this question, ask him or her what Cindy did to make the pet store a better place for animals.



As you listened, you may have noticed that there are some long words in this story that you may not have seen before. Learn two ways to figure out long words as you work through the following activities.

root word: a word from which other words are made

syllable: a part of a word pronounced together as a unit

A syllable is made up of a vowel sound alone or a vowel with one or more consonants.

Look at page 57 in the book. Find the word **chattered**.

Look carefully at the word. You can break it into parts to make it easier to read.

chatter ed

You probably learned about the word endings **ing**, **ed**, and **s** in grade two. When you look at a word with one of those endings, you can cover the ending with your finger to help you spot the main word or **root word**.

10. The root word of **chattered** is _____.

Show the student how to cover the **ed** on the word to focus on the root word.

Look at the root word. You can break it up into smaller parts or **syllables** to make it even easier to figure out.

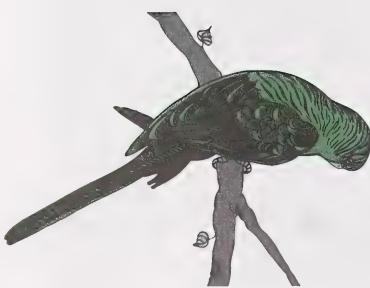
chat ter

Ask the student to point to and read the syllables. Discuss how each

syllable has only one vowel so the vowel sounds will be short. Have the student sound out the words if necessary.

The student should tell you in his or her own words what *chattered* means.

What do you think *chattered* means? Tell your home instructor.



Take out your dictionary.

Find the dictionary meaning for chatter.

11. The dictionary meaning for chatter is _____.

When the *ed* ending is added, it means that the chatter happened in the past.

Find the word aquarium on page 57.

You can break it into parts or syllables to make it easier to read.

a quar i um

Read the word parts to your home instructor, then put the parts together to read the whole word. Notice how the *i* forms a syllable and has the long *e* sound.

Tell your home instructor what aquarium means.

Find the dictionary meaning for aquarium.

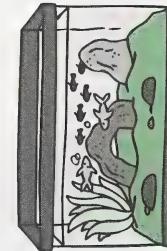
12. The dictionary meaning for aquarium is _____.

If the dictionary has several meanings, ask the student to choose the one that best suits the way it is used in the story.

The student will read each syllable and then read the whole word.

The student will tell you what he or she thinks *aquarium* means.

If the dictionary has several meanings, ask the student to choose the one that best suits the way the word is used in the story.

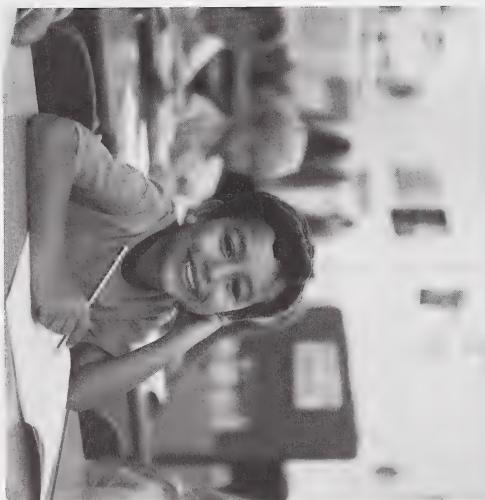


Refer to the Home Instructor's Guide for spelling words and procedures.

Spelling

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

- Listen to the sounds of each word as your home instructor says them. Think about the letters that make the sounds.
- Write each word carefully.



Go to Assignment Booklet 2B. Do Assignment 1: Spelling Pre-test.

Phonics

Did you notice that the words in your spelling pre-test all have long vowel sounds? You will study long vowel sounds for the next few days in spelling and phonics.

Look at the words below:

rain **tail** **claim** **wait**

13. How many vowels do you see in each of these words? _____

14. Where are the vowels? _____

When you see two vowels together in a one-syllable word, the first vowel makes the long sound and the second vowel is silent.

Read each of the words to your home instructor.

The student will read the long-vowel words to you.



Look at the words below:

rake **tape** **case** **race** **made**

15. How many vowels do you see in each of these words?

16. Where are the vowels?

When you see an **e** at the end of a one-syllable word, the first vowel makes the long sound and the **e** is silent.

Read each of the words to your home instructor.



The student will read the long-vowel words to you.

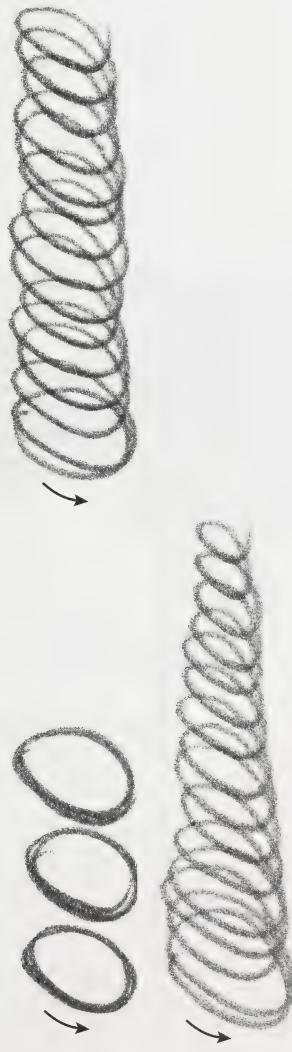


Go to your Phonics book to practise long vowels. Do pages 37 and 38.

Handwriting

You'll learn how to write w today.

Warm up by making left ovals and tornadoes on the chalkboard. Try to develop a relaxed movement and a steady rhythm.



As you write your letters, make sure that

- you begin with the same “swing, down” pattern
- all downstrokes are on the same slant
- the third downstroke is very short

Demonstrate how to form the letter *w* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.

Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



swing, down, swing,
down, swing,
and swing

Keep practising until you can make a very good *w* in handwriting.

Take out your interlined notebook or interlined paper.



Get ready to try some w's on your paper. Think about your paper and pencil position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter w sits on the lines.

w w w

Practise at least two rows of w's on your paper or in your notebook. Try chanting the strokes as you write.

Now try joining the w's to some letters you know to make words. Look how the w joins the other letters.

wood we cow

Practise writing the words you see above on the chalkboard or whiteboard. Then try a row of each word on your paper or in your notebook.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Check the student's posture, paper position, and pencil grip.

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Domestic Animals and Pets

You know that all animals have the same basic needs.

17. All animals need _____, _____, _____,

and _____.

Explain that many domestic animals are animals kept for a specific use. Domestic animals include farm and ranch animals. Domestic animals may be kept for meat, wool or fibre, milk, eggs, or work.

Most of the animals that you have been learning about are wild animals. Wild animals must find their own food, water, and shelter. Wild animals live in a habitat that provides the things they need.

Humans must provide for the needs of tame animals. There are two main types of tame animals: pets and **domestic animals**.

domestic animals: tame animals; animals that are not wild

Pets are usually kept in people's homes. You read about pets in a store earlier today. Pets are sometimes kept in shelters waiting for a home.



People must provide for all of the pet's needs. Does your family have a pet?
Tell about the care your pet requires.

If the student's family does not have a pet, the student may write about a pet he or she would like to have.

18. My pet is a _____

19. I feed it _____

20. Some other things I do to care for it are



Domestic animals are usually kept on farms or ranches. They are raised to provide food or other things for humans. Like pets, people must feed these animals and care for them.



21. Name two domestic animals that are raised to provide meat for people.

22. Name two other things that animals provide for people.

23. Name two domestic animals that can help people work.



Domestic animals, like cows, horses, sheep, chickens, and pigs, must be fed and given water every day, just like pets. They also need a shelter.

It is the responsibility of pet owners and domestic animal owners to see that these animals are well cared for. It is against the law to keep an animal without providing for its needs.



In the story “The Catfish Palace,” Cindy did not think that the catfish was properly cared for. She thought it was wrong to keep a large, wild fish in such a small tank. It made her sad to think about chained-up wild animals and dugongs captured for their tears.

24. What did Cindy do to prevent the owner of the pet store from getting another catfish?

Instead of getting another catfish, the owner made a cardboard palace with toy cats and a tub marked “donations—S.P.C.A.”

25. What does S.P.C.A. stand for?

If your student is not familiar with the S.P.C.A., explain what the letters stand for (Society for the Prevention of Cruelty to Animals), and discuss the fact that many animal shelters are operated by this organization.



Find out more about the services provided by the S.P.C.A. Search the Internet for the S.P.C.A. near you.



If you have a computer, the student can search for information using the keyword S.P.C.A. You may wish to visit a local S.P.C.A. to find out more about their work.

Story Time

Find a comfortable spot. Listen as your home instructor reads.

Looking Back

Speaking up about a problem or writing a letter like Cindy did is a way to make changes. Have you ever done something like that? Do you think giving your opinion on something can help make a difference?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.



Glossary

domestic animals: tame animals; animals that are not wild

Many domestic animals are kept for a specific use. Domestic animals include farm and ranch animals. Domestic animals may be kept for meat, wool or fibre, milk, eggs, or work.

root word: a word from which other words are made

syllable: a part of a word pronounced together as a unit

A syllable is made up of a vowel sound alone or a vowel with one or more consonants.

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	Image Description	Source
6	Photodisc/Getty Images	18 Eyewire/Getty Images
7	© 2004-2005 www.clipart.com	19 top: Photodisc/Getty Images
8	Photodisc/Getty Images	bottom: Copyright © 2003 Alberta Education and its licensors. All rights reserved.
9	Photodisc/Getty Images	20 Copyright © 2003 Alberta Education and its licensors. All rights reserved.
10	© 2004-2005 www.clipart.com	21 top: © 2003-2004 www.clipart.com
11	© 2002-2003 www.clipart.com	bottom: Photodisc/Getty Images
12	Photodisc/Getty Images	22 Rubberball Productions/Getty Images
13	© 2002-2003 www.clipart.com	
14	© 2002-2003 www.clipart.com	

Day 11

Oil Spills

You'll read "The Catfish Palace" yourself today and work with long words again.

Find out how one type of pollution affects birds in today's experiment. Do you know how scientists carry out experiments?



Getting Started

You listened to the story about Cindy and a catfish on Day 10. Do you remember the part in the story about the dugong?

Find out more about the dugong.



Find some facts about the dugong on the Internet.

Do a search on the Internet for information about the dugong. When searching for information on the Internet, you should always record the website address.

Follow the steps:

- Log on: Log on to the Internet by clicking on the browser icon.
- Key in: Type the word dugong in the search box.
- Read: Read the information or ask your home instructor to read it to you.
- Print: If the information is what you are looking for, print it or make notes.



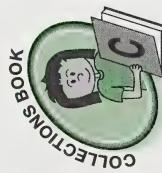
1. I found the information at the following website:



2. The dugong lives in the _____.
3. It is sometimes called a _____ because it eats _____.
4. Dugongs are are not an endangered species.



“The Catfish Palace”



Take out *Spreading My Wings*.

Find “The Catfish Palace.” Before you read the story, do the following activities to help with some of the long words.

Turn to page 58. Find the word interested.

5. What ending do you see on this word? _____

Cover the ending with your finger.

6. What is the root word? _____

You can break the root word into smaller parts or syllables to make it easier to read.

in ter est

Read the word parts to your home instructor; then put them together and read the word.

The student will tell you the meaning of the word *interest*.

In the story one sentence says, "Some of the customers who looked in the tank became very interested and asked how old he was and where he was from and if he had a name."

Tell your home instructor what you think the word *interest* means.

Take out your dictionary.

7. The dictionary meaning for *interest* is _____.

If the dictionary has several meanings, ask the student to choose the one that best suits the way the word is used in the story.

Look at page 59. Find the word *veterinarian*.

You can break the word into smaller parts or syllables to make it easier to read.

vet er i nar i an

Read the word parts to your home instructor, then put them together and read the word. Notice how the second *i* has the long *e* sound.

In the story, the first part of the paragraph says, "One day Cindy heard a veterinarian talking on the radio. He had studied a sea mammal called a dugong."

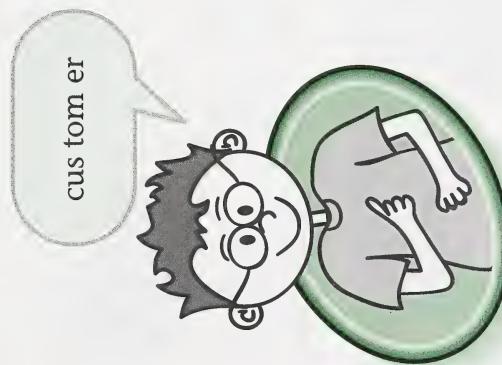
Tell your home instructor what you think the word *veterinarian* means.



8. The dictionary meaning for veterinarian is _____

Now it's time for you to read the story. Read the story silently if you can. When you find words that you don't know, try breaking them into smaller parts to figure them out. Write the words you had trouble with on the lines below. Ask your home instructor to help you figure out the words you don't know.

The student will make a list of unfamiliar words as he or she reads. When the student has finished the story, ask the student to read the words to you. If he or she is not able to read the words, assist by writing each word on a chalkboard or whiteboard and show the word parts or break the words into syllables. Encourage the student to read the word parts; then to join them together to read the word.



Spelling

Show the student which words were spelled incorrectly and ensure they are spelled correctly on the lines.

Help your student choose three challenge words to practise

Challenge words may be theme words, words that the student would like to learn, or words the student is spelling incorrectly in written work.

Find your spelling pre-test from Day 10: Assignment 1. On the lines below, write any words that you spelled incorrectly. Ask your home instructor to help you spell them correctly.

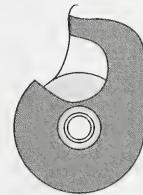
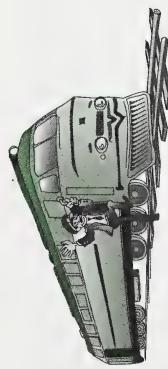


Take out your crayons and markers.

Look at the words you wrote.

9. Use a red crayon or marker to circle all the silent vowels.
10. Use a blue crayon or marker to circle all the long vowels.

When you are spelling words with a long vowel, remember that there is usually a silent vowel with it. Sometimes the silent vowel will follow the long vowel, and sometimes there is a silent e at the end of the word.



train

tape

11. Put the words from your list into the correct column below.

Two Vowels Together	Silent E at the End	No Long Vowels

Be sure the student spells each word correctly.



Take out your Writing Dictionary.

Write all the spelling words from the Day 10 spelling pre-test in your Writing Dictionary.

Put each word on the page with its beginning letter. The words are

clean fine goes today same those

C c
community
cabin
clean

F f
fish
fine

Add your challenge words to your Writing Dictionary too.

Phonics

Read the words below to your home instructor.

hop hope fine fin can cane

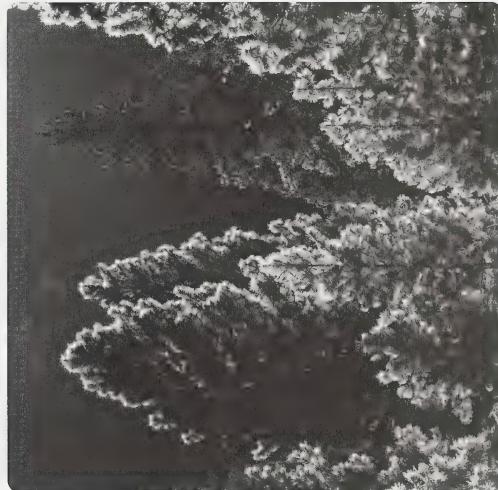
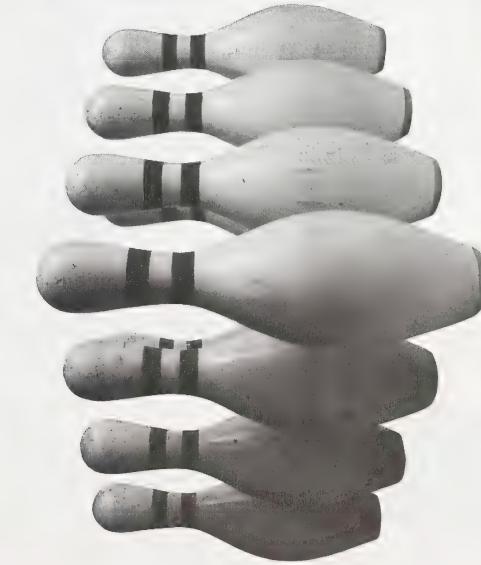
How did you know when the vowel sound was long and when it was short?
Tell your home instructor.



Go to your Phonics book to practise the long i and long a sounds.
Follow the instructions and do pages 39 and 40.

The student will read the words to you.

The student should realize that the silent *e* at the end of each word makes the vowel sound long.

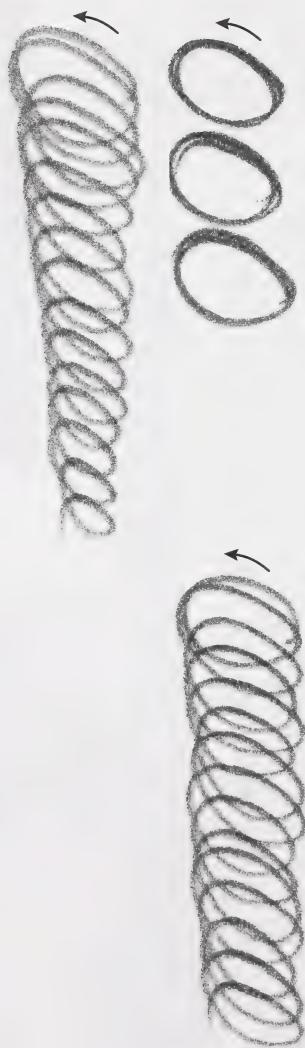


pin pine

Handwriting

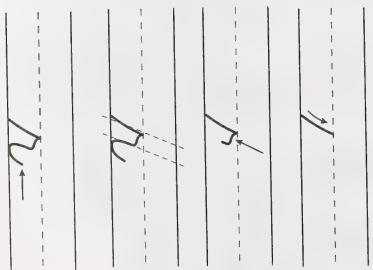
You'll learn how to write *r* today.

Warm up by making left tornadoes on the chalkboard. Try to develop a relaxed movement and a steady rhythm.



As you write your letters, make sure that

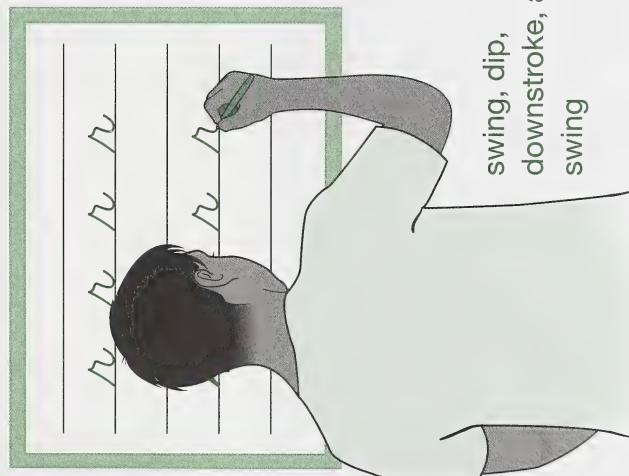
- the *r* begins with the same underswing as the *i*, *u*, and *w*
- the dip stroke is slightly curved
- the next stroke comes down to the line on the same slant as the swing
- the tail swings about halfway to the dotted line



Try this letter on the chalkboard or whiteboard. Your home instructor will help you.

As you write, try chanting the strokes below.

Demonstrate how to form the letter *r* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.



Keep practising until you can make a very good *r* in handwriting.



Take out your interlined notebook or interlined paper.

Check the student's posture, paper position, and pencil grip.

Get ready to try some r's on your paper. Think about your paper and pencil position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter r sits on the lines. Practise at least two rows of r's on your paper or in your notebook. Try chanting the strokes as you write.

r r r

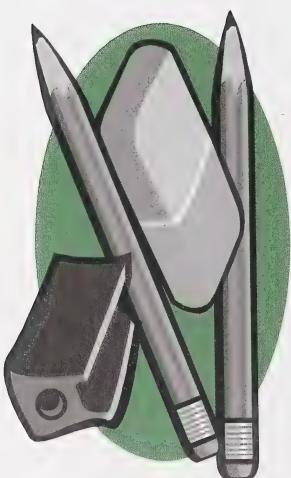
Now try joining r to some letters you know to make words. Look how the r joins the other letters.

rod red car

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.



Go to Assignment Booklet 2B. Do Assignment 2: Handwriting.





Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Oil Spills

You have learned about types of pollution that are dangerous to animal survival.

12. Write three types of pollution that can hurt animals.

Water pollution can be very dangerous to animals. Thoughtless people may throw things into the water that can hurt the animals or damage the habitat.

13. Imagine someone throwing the objects below into a pond. Circle the ones that could be harmful to animals that live there.

oil twigs plastic pop can rings glass apple cores
chemical containers pebbles paint grass tires

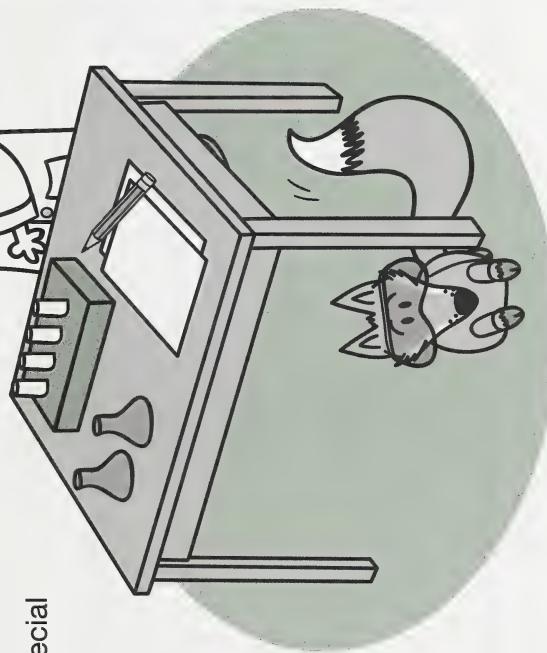


You may have heard about oil spills in the news. Oil spills happen when oil leaks from a ship or oil well into water. Why do you think oil spills are so dangerous to animals? Tell your home instructor what you think.

You will do an experiment to find out why oil spills are dangerous to birds.

Scientists do experiments in a special way. They think of a question or problem they want to find out about. They make a guess about what will happen. Then they experiment to see what really happens. Scientists write everything down so that others can learn from them.

The student will tell you why he or she thinks that oil spills are dangerous.



The question you will experiment with is

What happens when oil gets on birds' feathers?

14. Write your guess about what happens when oil gets on feathers.

You will need some materials for your experiment. Gather the following things:

- an old ice-cream pail, dishpan, or bowl
- motor oil or vegetable oil
- two feathers from your walks
- a magnifying glass
- paper towel



procedure: a method; a set of steps to follow for doing something

Step 1: Look at the feather with the magnifying glass. Feel the feather with your fingers. When scientists observe something, they use as many senses as possible.

Explain that the procedure of an experiment is the way the scientist will do the experiment.



Draw a **diagram** below to show what the feather looks like.

diagram: a drawing meant to explain something. It can be a drawing of a thing showing all the parts and how they work.



Step 2: Fill the bowl, pail, or dishpan with cold water.

Step 3: Dip the feather into the water. Take it out and lay it on a paper towel. Use the magnifying glass to look at it again. What do you notice about the water on the feather? Touch the feather again.

Draw a diagram below to show what the feather looks like now.

The student should show what the water looks like on the feather. In most cases, the water will bead on the feather.

Step 4: Leave the feather on the counter.

15. How long do you think it will take to dry? _____

Step 5: Pour about a quarter of a cup of oil into the water.

16. What do you notice about the oil? _____

If you are using vegetable oil, add a few drops of food colouring to the oil to make it easier to see.



Step 6: Dip the second feather into the oil and water. Take it out and lay it on a paper towel.

Step 7: Use the magnifying glass to look at it. What do you notice about it?
Touch the feather again.



Find a comfortable spot. Listen as your home instructor reads.

Story Time

Check your feathers every hour for the rest of the day. Write down how many hours it took each one to dry. You will finish this experiment on Day 12.

20. Which feather do you think will dry faster? _____

19. How long do you think it will take to dry? _____

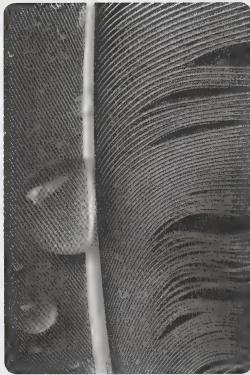
Step 8: Leave the feather on the counter.

18. The feather felt _____
17. I saw _____

Looking Back

You have been learning about ways to read long words. Do you find it easy or difficult to figure out long words? What kinds of things do you do when you come to a word you don't know?

How did your experiment go? What do you think will happen?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

diagram: a drawing meant to explain something

It can be a drawing of a thing showing all the parts and how they work.

procedure: a method; a set of steps to follow for doing something

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	Image
24	Digital Vision/Getty Images
25	Photodisc/Getty Images
26	top: Photodisc/Getty Images
	bottom: © 2004–2005 www.clipart.com
28	Image Club StudioGear/Eyewire/Getty Images
31	both: © 2002–2003 www.clipart.com
33	both: Photodisc/Getty Images
36	© 2004–2005 www.clipart.com
37	Photodisc/Getty Images
38	all: Photodisc/Getty Images
40	top: © 2002–2003 www.clipart.com
	bottom: © 2002–2003 www.clipart.com
44	© 2002–2003 www.clipart.com
45	Photodisc/Getty Images

Day 12

Habitat Damage

You have found out about some things that are dangerous to animals. In today's lesson you will learn more about how animal habitats can be damaged or destroyed.



The student should remember several things that damage habitats and that are dangerous to animal populations.

Getting Started

Can you name some things that are dangerous to animals? How do animal habitats get damaged or destroyed? Tell your home instructor what you already know.

“The Catfish Palace”



Take out *Spreading My Wings*.

Find “The Catfish Palace.” Before you read the story again, do the following activities to help you read some of the long words.

Turn to page 61. Find the word understanding.

1. What ending do you see on this word? _____
2. Cover the ending with your finger.
3. What is the root word? _____



You may have noticed that there are two smaller words in *understand*.

under stand

You can break the first word into smaller parts or syllables to make it easier to read.

un der stand

Read the word parts to your home instructor; then put them together and read the word.

In the story the sentence says, “She told him that she could understand how people could *take something* for a pet by mistake, not really *understanding* how big it might get, but she asked him not to buy another big catfish.”

Tell your home instructor what you think the word *understand* means.

Take out your dictionary.

3. The dictionary meaning for *understand* is _____

The student will tell you what he or she thinks *understand* means.

If the dictionary has several meanings, ask the student to choose the one that best suits the way the word is used in the story.

Look at page 62. Find the word temperature.

You can break the root word into smaller parts or syllables to make it easier to read.

tem per a ture

Read the word parts to your home instructor; then put them together and read the word. The ending ture rhymes with fur.

In the story the paragraph says, "They don't usually put tanks with fish in them right up against the glass like that. It's too hard to keep the temperature at the right level."

The student will tell you what he or she thinks *temperature* means.

If the dictionary has several meanings, ask the student to choose the one that best suits the way the word is used in the story.

Tell your home instructor what you think the word temperature means.

4. The dictionary meaning for temperature is _____

5. Find two more words on page 62 that end in the word part ture.

Remember to use what you have learned when you come to long words that you don't know. Look for word parts and ways to break the word into smaller bits.

Read the story one more time. Think about your favourite part. Did you like it when the store owner put cats fishing instead of a catfish in the cardboard palace? Read your favourite part aloud to your home instructor.



6. Write a sentence or two to tell what happens in your favourite part of the story.

Spelling

Look back to the Day 2 spelling activity. Look at each word on the list that you wrote. Think about the correct spelling for each word. When you are ready, put away your word list.

Today you will write sentences with the words from your spelling pre-test.

Dictate the spelling sentences. Refer to the Home Instructor's Guide for the sentences and for further information.

Sentence Dictation Steps

Follow these steps when you write your sentences:

- Start each sentence with a capital letter and end the sentence with a period, question mark, or exclamation mark.
- Compare your sentence to the one your home instructor writes on the board..
- Check your spelling and punctuation and make any necessary corrections.
- Underline the spelling word with a ruler.

Today your student will self-correct the sentences as you write them on the chalkboard or whiteboard.

Phonics

Today you will work with the long u vowel sound.

The long u has two different sounds.

Sometimes it says its name like u in the word **cute**.

Sometimes it sounds like the oo in **booo**.

Read the words below to your home instructor:

- words where the long u says its name

cute **cube** **mule**

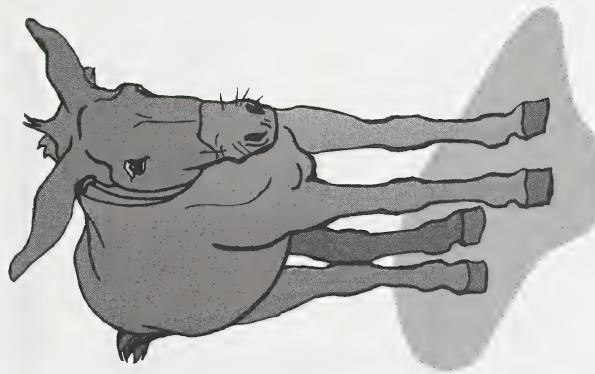
- words where the long u makes the oo sound

suit **flute** **Sue** **fruit**



When the student has finished, correct the exercises and discuss any problems that the student encountered.

Go to your Phonics book to practise the long u sound. Follow the instructions and do pages 41 and 42. Your home instructor will correct your work when you are done.



a cute mule

Handwriting

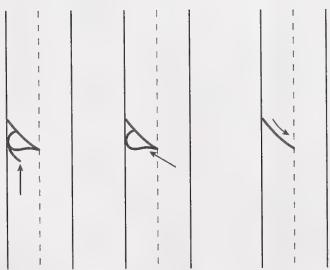
You'll learn how to write s today.

Warm up by making left oval faces on the chalkboard.



As you write your letters, make sure that

- you begin with the same underswing as in i, u, w, and r
- the curve stroke has a slight dip in it
- the tail swings about halfway to the dotted line



Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



Demonstrate how to form the letter *s* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.

Keep practising until you can make a very good *s* in handwriting.



Take out your interlined notebook or interlined paper.

Check the student's posture, paper position, and pencil grip.

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.

Get ready to try some s's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin. Notice how the letter s sits on the lines. Practise at least two rows of s's on your paper or in your notebook. Try chanting the strokes as you write.

s s s

Now try joining the s to some letters you know to make words. Look how the s joins the other letters.

sow six

Practise writing the words you see above. Write them on the chalkboard or whiteboard. Then try a row of each word on your paper or in your notebook.

Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Oil Spill Experiment

Look at the feathers that you dipped in water and in oil and water on Day 11.

7. What do you notice about the feather that was dipped in water?

8. What do you notice about the feather that was dipped in oil and water?

You will have found that the feather covered in oil does not dry. No matter how long you leave the feather to dry, it will stay oily.



When oil coats a bird's feathers, it clumps the little hooks that hold the feathers together. The oil soaks into the feathers and makes them heavy. Birds can't fly or swim with heavy, oily feathers. The oily feathers don't keep out the water or the cold.

9. Do you think the oil washes off easily? _____

Could a bird wash itself in water? Take the oily feather. Try to wash it in cold water.

10. What happens? _____



Birds clean their feathers and fluff them with their beaks.

11. What do you think happens when a bird tries to clean the oily feathers with its beak?

The oil can make birds sick when they try to clean their feathers. Oil can also damage eggs so they will not hatch.

Think about other animals that live in the water. How do you think an oil spill would affect seals, whales, and fish? Tell your home instructor what you think.

Oil is very dangerous to the habitat of animals that live in the water. It takes a long, long time before the habitat is safe for animals again. It is important that people work together and try to prevent oil spills.

Recording Your Experiment

Remember, a scientist always records the results of an **inquiry** or experiment. Experiments are usually recorded in a special way. The scientist tells about

- the question or problem that was examined
- the materials that were used
- the procedure that was followed
- the results and observations that were discovered
- the answer to the question or problem
- how the answer can be used

You will record your experiment in your Assignment Booklet.



Go to Assignment Booklet 2B. Do Assignment 3:
Recording Your Experiment.



The student will discuss how an oil spill may affect seals, whales, fish, and other marine animals.

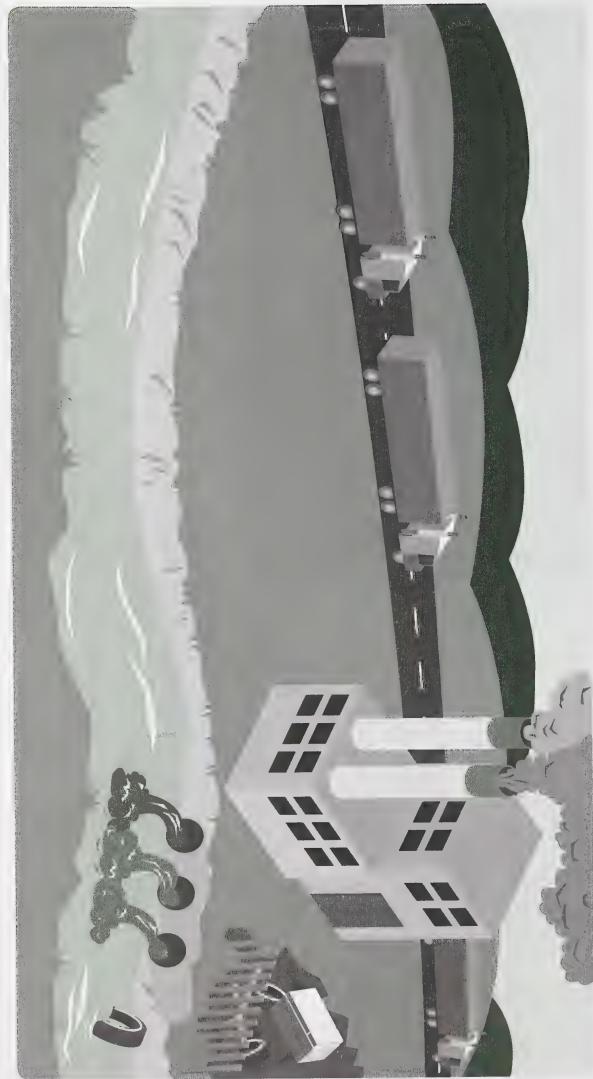
inquiry: an investigation to find information to answer a question

Before the student begins the assignment, discuss the format of the Recording Your Experiment page with the student. See the Home Instructor's Guide for further information.

Habitat Destruction

You found out why oil spills are dangerous to animals. Many things that people do can destroy animal habitats.

Look at the picture.



12. List four ways the factory may be harming animals.

Traffic is dangerous to animals. Many animals are injured or killed by trucks, cars, and trains.

People sometimes accidentally start forest fires that destroy habitats and injure or kill animals.

You learned that when communities grow, animals often lose their homes. Look at the two pictures below.



13. What do you think happened to the animals that lived at the lake?

As communities and cities grow larger, more and more animals are forced to find new homes. Animal habitats are destroyed or damaged by industry. Animals can't find food, clean water, or safe places to raise their young.



Years ago my community was a natural lake. Now the city is built around the lake.

Many animals are in danger of becoming extinct because their habitat has been damaged or taken over by people. Some Canadian animals that are on the endangered list are

- badger
- woodland caribou
- wolverine
- burrowing owl
- swift fox
- coho salmon

These environmental problems are challenges for which we need to find answers. Some people are working hard to save natural habitats and protect wildlife.



Story Time

Find a comfortable spot. Listen as your home instructor reads.

Looking Back

You finished your experiment and learned more about how animal habitats can be damaged. What did you learn today that you didn't know before?

The student may respond to the question or write about any topic that relates to the day's lessons.

Journal Entry



Glossary

inquiry: an investigation to find information to answer a question

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	Image Source
47	Digital Vision/Getty Images
48	© 2002–2003 www.clipart.com
51	© 2002–2003 www.clipart.com
53	© 2002–2003 www.clipart.com
56	Eyewire/Getty Images
57	© 2002–2003 www.clipart.com
58	Copyright © 2003 Alberta Education and its licensors. All rights reserved.
59	Digital Vision/Getty Images
63	Copyright © 2003 Alberta Education and its licensors. All rights reserved.
64	© 2002–2003 www.clipart.com

Day 13 Extinct Animals

Today you will read about some animals that are extinct or no longer living and find out some reasons why they are now gone. You will choose an extinct animal and do a research project to find out more about it.



Getting Started

You probably know that some animals are extinct. Do you know what extinct means? Can you name some animals that are extinct? What happened to these animals? Tell your home instructor what you know.

Take out your dictionary. Look up the word extinct.

1. The dictionary meaning for extinct is _____



The student will tell you what he or she knows about the meaning of *extinct* and about animals that are extinct.

Ever since life on Earth began, animals have become extinct. This was usually a very slow process and happened because the climate warmed up or cooled off over hundreds of years.

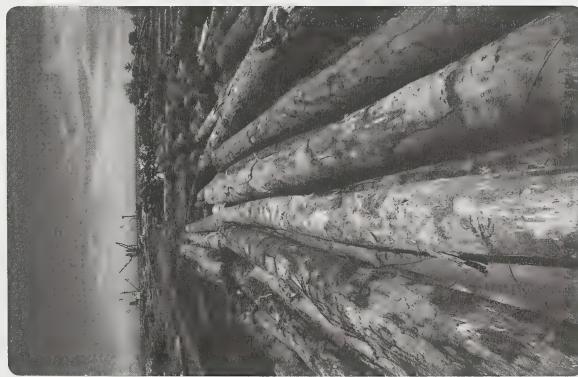
This has changed in the past two hundred years. Human populations are growing very quickly. As you have learned, people can easily damage or destroy animal habitats. Animals are becoming extinct at an alarming rate.

Since settlers arrived in Canada, ten animal species and one caribou population have become extinct. Many other animals are endangered.



The destruction of Canada's wetlands is especially serious. About 60% of the endangered animals in Canada are animals that live in ponds, marshes, and muskegs.

The situation is even worse in rain forests, which are being cut down and cleared.



2. What do you think happened to the animals that lived in the forest above?

You may need to help the student with unfamiliar words. Encourage the student to use the word-analysis strategies that he or she has been practising in the last few lessons.

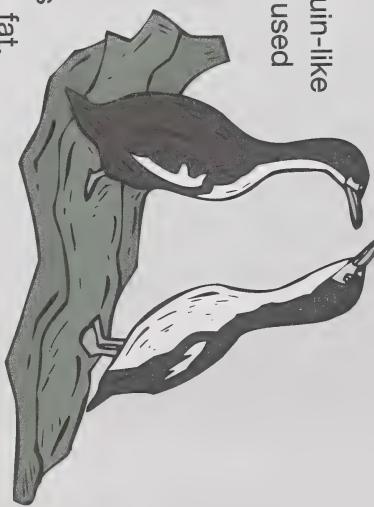
If the student has difficulty reading the articles, assist with the first reading, then ask the student to read it independently.

Read the following non-fiction articles about extinct animals. Find out at least two facts about each animal. Also find out why scientists think the animal became extinct. Record the information on the web that follows each article.

Extinct Animals

The Great Auk

The great auk was a flightless, penguin-like sea bird. It was a strong swimmer that used its small wings to propel itself through the water. Large colonies of this bird once gathered on rocky islands and coasts of Atlantic Canada, Greenland, Iceland, the British Isles, and Scandinavia. The great auk was hunted to extinction for food, bait, fat, and feathers. As the birds became scarce, they were collected for their skins and eggs. The last living pair was taken in Iceland in 1844. The great auk of the northern hemisphere looked similar to penguins of the southern hemisphere.



3. Add the information you learned to the web.

The student should note the facts in point form, not in complete sentences.

Facts

Reasons for Extinction



Steller's Sea Cow

The Steller's sea cow was related to seals, walruses, manatees, and dugongs. It lived off the coast of Alaska.

The Steller's sea cow was a large mammal that measured as much as eight metres in length and seven metres around. They ate seaweed, kelp, and marine algae.

Because the Steller's sea cow was slow moving and not afraid of humans, it was easy to hunt. It was hunted as food, and the skin was used to make leather for shoes and boat covers. It was hunted to extinction in the late 1700s.



The student should note the facts in point form, not in complete sentences.

4. Add the information you learned to the web.

Facts

Reasons for Extinction



Later today you will research another extinct animal.

Spelling

It's time to practise your spelling words. Look back to the list of words you wrote from your Day 2 spelling activity.

Use the look, cover, spell, and check method to practise the spelling words. Practise the challenge words too.

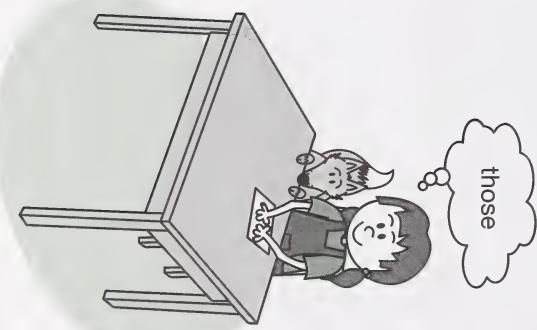
Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

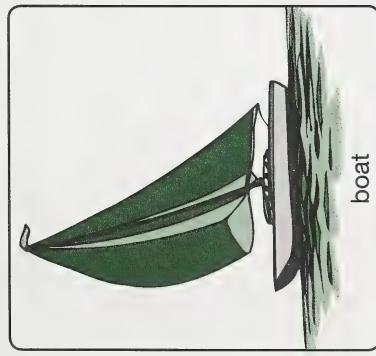
Check: See if you got it right or where you went wrong.

those

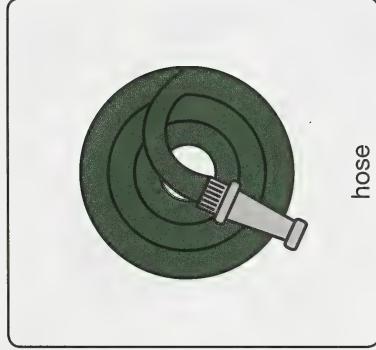


Phonics

Read the words in the boxes below.



boat



hose



bow

The o in each of these words has the long o sound. You have learned that when two vowels are together in a word or when there is a silent e at the end of a word, the vowel will usually make the long sound. The letter o sometimes makes the long sound when it is followed by a w, as in the word bow.

5. Read the words below. Put a circle around the words where the o is making the long o sound.

coach flop row how got toe lone



Go to your Phonics book to practise long vowel sounds. Follow the instructions and do pages 43 and 44.

Handwriting

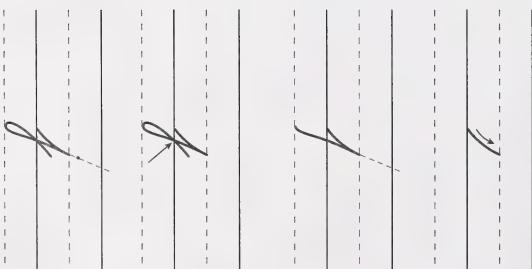
You'll learn how to write *j* today.

Warm up by making push-and-pull strokes on the chalkboard. Try to keep the correct slant and an even rhythm.



As you write your letters, make sure that

- the dot is in line with the downstroke
- the loop crosses over the downstroke at the line and reaches halfway to the dotted line
- the downstroke is on the correct slant and reaches one half-space below the line



Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.

Demonstrate how to form the letter *j* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.



Keep practising until you can make a very good *j* in handwriting.



Take out your interlined notebook or interlined paper.

Check the student's posture, paper position, and pencil grip.

Get ready to try some j's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter j reaches below the line to the dotted interline.

j j j

Practise at least two rows of j's on your paper or in your notebook. Remember to chant the strokes as you write.

Now try joining the j to some letters you know to make words.

jam joy

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.



Go to Assignment Booklet 2B. Do Assignment 4: Handwriting.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Extinct Animal Report

Find out more about extinct animals. Choose one of the animals from the list below.

blue pike

blue antelope

dodo

Caribbean monk seal

passenger pigeon

stegosaurus

Tasmanian tiger-wolf

brontosaurus

dusky seaside sparrow

Tyrannosaurus rex

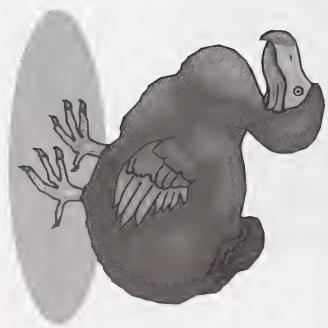
sea mink

triceratops

Think about how you will find out more about that animal.



triceratops



dodo

6. Where could you find information about these animals?

See the Home Instructor's Guide for instructions on guiding the student as he or she completes the research.



Choose a way to research the animal you have selected. Use at least two different sources for your information. Be sure to write down the name and address of the websites, the title and author of the books, or the names of computer programs you used.

You will make a web about the extinct animal you chose. You'll use the web to write a short article about the animal.



Go to Assignment Booklet 2B. Do Assignment 5: Extinct Animal Report.

Story Time

Find a comfortable spot. Listen as your home instructor reads.



Looking Back

You learned a lot about extinct animals today. How did your research go? Were you able to find enough information about the animal you chose?

What other animals would you like to find out more about?

The student may respond to the questions or write about any topic that relates to the day's lessons.

Journal Entry

--	--	--	--	--

Glossary

extinct: no longer existing

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	
66	Photodisc/Getty Images
67	Photodisc/Getty Images
68	Copyright © 2003 Alberta Education and its licensors. All rights reserved.
69	both: Digital Vision/Getty Images
70	© 2004-2005 www.clipart.com
72	© 2004-2005 www.clipart.com
75	all: © 2002-2003 www.clipart.com
79	Photodisc/Getty Images
80	left: © 2002-2003 www.clipart.com
	right: © 2004-2005 www.clipart.com
81	Photodisc/Getty Images

You'll read two versions of a story with animal characters.

You'll learn more about nouns and have some fun with an art project today too.



Getting Started

Have you read stories where animals were the main characters? Sometimes in stories, animals talk, cook, live in houses, and do other things that humans do. Tell your home instructor about stories like this that you have read or listened to.

Animal Characters

Read “The Hare and the Tortoise.”

The Hare and the Tortoise

One day Hare made fun of Tortoise’s short legs and slow pace. Tortoise said, “I may be slow but I bet I can beat you in a race!”

The Hare agreed to the race, thinking that it was impossible for Tortoise to beat him. Fox chose the course and set the finish line.

On the day that was chosen, the two started the race. The Tortoise never stopped for a moment, but plodded on at a slow and steady pace.

The Hare, seeing the Tortoise was far behind, decided to lie down for a nap. He fell fast asleep. At last he woke up. Running as fast as he could to catch up, he saw Tortoise cross the finish line.

Slow but steady wins the race.



Discuss stories where animals have characteristics of people. Your student is probably familiar with stories like “The Three Little Pigs” and “The Three Bears.”

hare: an animal like a rabbit but larger and with longer ears and hind legs

1. Is this story fiction or non-fiction? _____

How do you know? _____

2. Who are the main characters in this story? _____

3. In what ways do the animal characters act like people? _____

fable: a story made up to teach a lesson

Fables are often about animals who can talk and behave like humans.

4. What is the moral or lesson in “The Hare and the Tortoise”? _____

moral: the lesson contained in a story or an event



Take out *Tales—Princesses, Peas, and Enchanted Trees*.

You will be reading different kinds of fables and tales from this book over the next few weeks. Look through the book for a few minutes if you like.

Turn to the Contents page. Find “The Hare and the Tortoise.”

5. Is “The Hare and the Tortoise” a **story** or a **poem**?
6. “The Hare and the Tortoise” is retold by _____.

Turn to page 38.

Read the poem silently. Then read it aloud to your home instructor. Enjoy the **rhythms** and the **rhymes**.

7. “The Hare and the Tortoise” is illustrated by _____.

rhythm: in poetry, a regular pattern of accented syllables or beats

rhyme: a word or line with the same last sound as another



Think about how the fable you read earlier and this poem are the same and different. Think about the characters, the setting, the events, and the ending. Think about the differences between poems and stories.

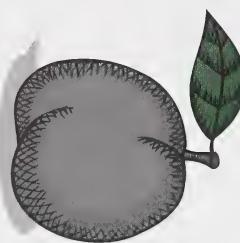
Do you remember when you used a Venn diagram to compare birds and fish in Assignment 5 in Module 1B? You will compare the two versions of this fable in your Assignment Booklet using a Venn diagram.



Go to Assignment Booklet 2B. Do Assignment 6: Comparing Two Versions.

Phonics

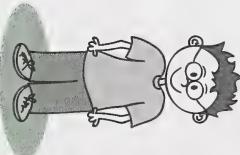
Today you'll review the long e sound and work with word families. Read the words in the boxes.



peach



eagle



Pete

The e in each of these words has the long e sound. You know that when two vowels are together or when there is a silent e at the end of the word, the first vowel will usually make the long sound.

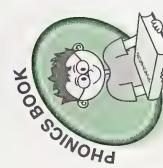
Word Families

Remembering the ending parts of long-vowel words can help you read and write many words. If you can read and write the word part eal, then you can also read and write seal, meal, real, and deal. These words make up the eal word family.

8. Look at each word part. Write a list of words with the same ending sound and letters.

ay **eat** **ike**

ose **ate** **ute**



Go to your Phonics book to practise long vowel sounds. Follow the instructions and do pages 45 and 46.

Handwriting

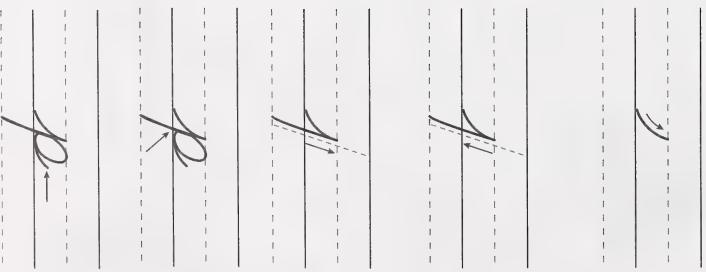
You'll learn how to write *p* today.

Warm up by making push-and-pull strokes on the chalkboard. Try to keep the correct slant and an even rhythm.



As you write your letters, make sure that

- you begin with the same underswing you used for *j*
- the downstroke reaches one half-space below the line to the dotted interline and is on the correct slant
- you trace back up the downstroke
- you make a stroke that goes up and around until it touches the downstroke
- the tail swings to the correct height



Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



Demonstrate how to form the letter *p* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.

Keep practising until you can make a very good *p* in handwriting.



Take out your interlined notebook or interlined paper.

Check the student's posture, paper position, and pencil grip.

Get ready to try some p's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter p goes below the line and touches the interline.

p p p

Practise at least two rows of p's on your paper or in your notebook. Remember to chant the strokes as you write.

Now try joining the p to some letters you know to make words.

pool pup

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.

Practise writing the words you see above. Write them on the chalkboard or whiteboard. Then try a row of each word on your paper or in your notebook.





Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

People, Places, and Things

Words that name people, places, or things are called **nouns**.

noun: a word that names a person, place, thing, quality, or event

Laker, Billy, Mom, Dad, Grandfather, and Naniji are all people you have met in the stories you have read this year.

9. Write three more nouns that name people in your books.

The student may have been introduced to nouns in grade two. If so, this lesson will provide a review of the concept.

The student may use nouns from the stories in the *Collections* books or nouns from other books that he or she has read.

Some of the words you have read tell about places such as museum, park, West Side, and Mapletown.

10. Write three nouns that name places in your books.

The stories you read tell about many things: fish, beaver, trees, cages, and catfish.

11. Write three nouns that name things in your books.

Play a game similar to "I Spy" but encourage the student to use other senses as well. For example, the student may say, "I touch something silky and smooth." Take turns guessing what the object might be. Involve other children if any are available.

Nouns name things that you can see, taste, touch, hear, and smell. Have you ever played "I Spy"? Play a game like that with your home instructor or someone else. Look for things that you can see, taste, touch, hear, or smell. Give a clue and ask someone to guess what you are thinking of. Your answers will all be nouns.

Common Nouns and Proper Nouns

There are two types of nouns. Look at the two nouns below:

boy **Billy**

The name of a specific person or place is called a **proper noun**. The word **Billy** is a proper noun. Proper nouns always begin with a capital letter.

Words like **Calgary**, **Fort Edmonton Park**, and **Hazel J. Hutchins** are proper nouns.

12. Write three proper nouns below.

Common nouns tell about all-purpose objects, places, or people. The word **boy** is a common noun. It does not tell about a specific person, but about any young male person.

Words like **book**, **school**, and **teacher** are common nouns.

13. Write three common nouns below.

A proper noun always begins with a capital letter. A common noun doesn't begin with a capital letter unless it is the first word in a sentence. The first word in a sentence always begins with a capital letter.

14. Match the proper nouns in the box to the common nouns below. Remember to use capital letters when you write the proper nouns.

Proper Nouns

Cindy	October	Calgary	“The Hare and the Tortoise”
Rover	Tuesday	Mr. Flinch	“The Catfish Palace”

city _____

month _____

girl _____

dog _____

weekday _____

man _____

fable _____

pet store _____

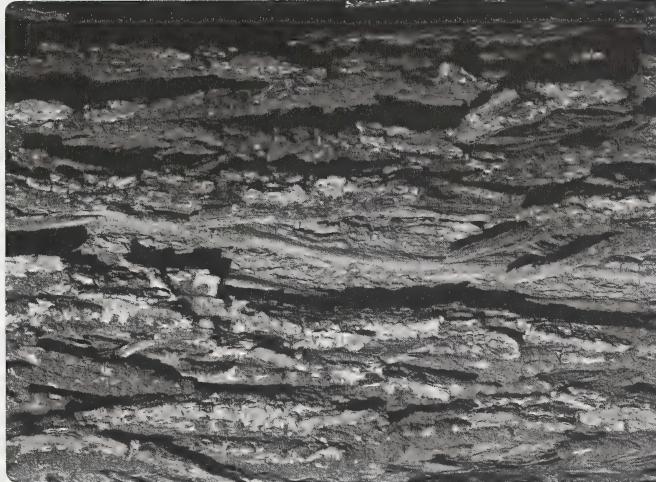
Remind the student that proper nouns need capital letters.

Make a Collage

The rubbings of the tree bark you made earlier in this module showed the **texture** of the bark. Texture is how something feels. Your fingers tell you the texture of objects when you touch them. Your eyes also give you a clue about how something will feel.

You probably guessed that the bark of a coniferous tree would be rough, even before you touched it.

Artists use many different ways to show texture in pictures. Rubbings are one way to show textures. Today you are going to use cloth, paper, and cotton balls to make a collage. Your collage will illustrate a scene from "The Hare and the Tortoise."



texture: the feel of a substance as a result of the size of its parts and how they are arranged

If you have any books by Eric Carle or Ezra Jack Keats, look at the illustrations and discuss how the artist used different papers to show texture.



Take out cotton balls, coloured paper, and scraps of cloth, wallpaper, and gift-wrap paper. Take out a sheet of unlined white paper too.

Encourage the student to plan the elements that will be put in the picture.

Think about what you would like to put in your picture. You will need to show the hare and the tortoise. What will each character be doing in the picture? Will there be any other animals in the picture? Will there be a road or a path for the animals to race on? Will there be trees, bushes, fences, or flowers? Will you have a finish line? What is the weather and season?

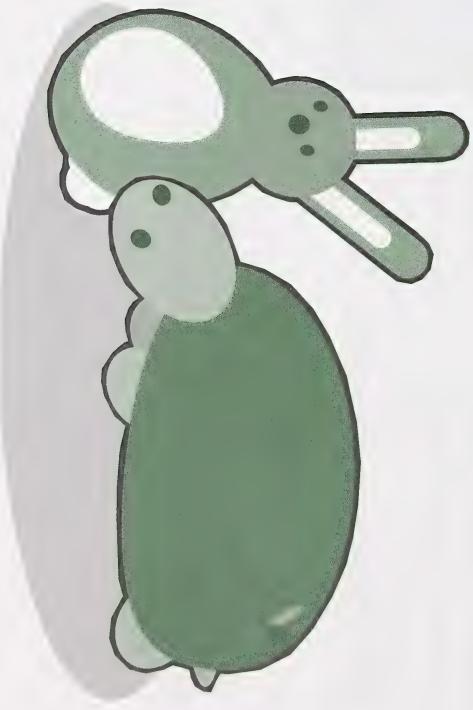
When you have planned your collage in your mind, follow these steps to create your picture.

- Draw a simple background. Show the ground and the sky. Colour the background.

- Use cotton balls, cloth, and different kinds of paper to make the characters. Think about how the animals would feel. Which paper or cloth will you choose to make the hare from? Which paper or cloth would suit the texture of the tortoise?

If your student has difficulty cutting the fabric, you may assist.

Fabric can be hard to cut. You may need to cut some basic shapes and then put them together to make the hare and the tortoise.



- Use paper, cotton balls, or cloth to make a path, trees, bushes, flowers, fences, clouds, or anything else you want to add. Think about how each thing would feel and choose the paper or cloth that is most like the object.
- Arrange your characters and scenery on the background. Glue them to your paper when you are pleased with the scene.
- Add details with felt markers or pencil crayons. Write your name and the date on the bottom or back of your picture.
- Display your picture or put it in your Art Folder when it is dry.

Story Time

Find a comfortable spot. Listen as your home instructor reads.





100

Looking Back

Did you enjoy reading today's fable? You will read more fables over the next few days.

How did you do on the collage project? Were you happy with the way it turned out? Would you do anything differently next time?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

common noun: a word that names an ordinary or all-purpose object, person, or place

The word *girl* is a common noun.

fable: a story made up to teach a lesson

Fables are often about animals who can talk and behave like humans.

hare: an animal like a rabbit but larger and with longer ears and hind legs

moral: the lesson contained in a story or an event

noun: a word that names a person, place, thing, quality, or event

proper noun: the name of a specific person, place, or thing

The word *Abigail* names a particular girl and is a proper noun. Proper nouns begin with a capital letter.

rhyme: a word or line with the same last sound as another

rhythm: in poetry, a regular pattern of accented syllables or beats

texture: the feel of a substance as a result of the size of its parts and how they are arranged

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	
84	© 2002-2003 www.clipart.com
85	© 2002-2003 www.clipart.com
87	© 2002-2003 www.clipart.com
88	left and centre: 2004-2005 www.clipart.com
93	Photodisc/Getty Images
97	Photodisc/Getty Images
99	Eyewire/Getty Images

Day 15

Aesop's Fables

Did you like the poem about Hare and Tortoise? You will read it aloud today and then record it.

Get ready to read another fable and learn about verbs in today's activities.



The student will tell you the characteristics of fables.

Getting Started

What do you remember about fables? How do animals act in fables? What is the moral in a fable? Tell your home instructor what you remember from Day 14.

The Hare and the Tortoise



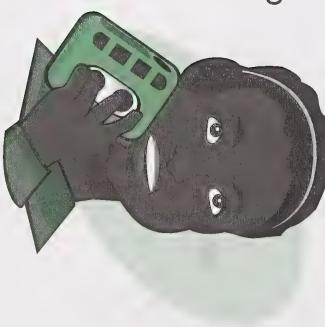
Take out *Tales—Princesses, Peas, and Enchanted Trees*.

Turn to page 38. Read “The Hare and the Tortoise” aloud.

Reading poetry aloud gives you a chance to listen to and enjoy the rhythm and rhyme.

Assist the student with recording the poem.

Read the poem aloud a few more times. When you are satisfied with how it sounds, your home instructor will help you record it. You will send it to your teacher on Day 18.



When you are finished reading the poem, read and record the question in dark print below. Then record your answer to the question.

Which version of the fable did you like better, the poem or the story? Tell your reasons why.

Aesop's Fables

People think that **Aesop** made up hundreds of fables. No one is really sure, because many of the fables were not written down until the 19th century.

Many of Aesop's fables contain animal characters. You may have noticed in other stories that people give certain characteristics to certain animals. Foxes are often seen as sly or tricky. Rabbits are foolish. Wolves are cruel.

1. What characteristics did the tortoise have?

Today's fable is about an ant and a grasshopper.

2. What characteristic does an ant often have in stories?



Discuss the term *version* with your student.

version: a different form of something
An example is the same story told in prose and in poetry.

Aesop: a Greek writer who wrote fables

The Ant and the Grasshopper

Read the fable.

The Ant and the Grasshopper

One fine summer's day Grasshopper was hopping about, chirping and singing. Ant crawled by, tugging an ear of corn.

"Come and sing with me," said Grasshopper.
"Why work all day long?"

"I am storing food for winter," said Ant, "and you should do the same."



"Why worry about winter? There's lots to eat now!" said Grasshopper.

Ant continued on her way. All summer long Ant and her friends gathered food for winter.

When winter came, Grasshopper had no food and was dying of hunger. Grasshopper watched as Ant and her friends shared the corn and grain that they had collected. Then Grasshopper thought, "It's best to prepare for the future."

3. What characteristics did the grasshopper in the fable have?

4. What characteristics did the ant in the fable have? Was your prediction about the ant correct?

5. What was the moral of this fable?



Spelling

If necessary, review how to write words in alphabetical order.

Remind the student that he or she may have to look to the second or third letter of the word.

Look back to your list of spelling words from Day 2.

6. Write your spelling words and challenge words in alphabetical order on the lines below.

7. Choose three words from the list above. Find one dictionary meaning for each word you chose.

Phonics

You have learned to read and spell long-vowel words and short-vowel words.

8. How can you tell when the vowel will make the long sound?



Go to your Phonics book to practise long and short vowel sounds. Follow the instructions and do pages 47 and 48.

Handwriting

Today you'll review the letters that begin with a short underswing stroke.

Warm up by making left oval faces on the chalkboard.



Monitor the student as each letter is written. Is the student forming each letter correctly? Can the student chant the strokes as he or she writes the letter?

Write the letters i, u, w, r, s, j, and p on the chalkboard or whiteboard. Your home instructor will watch as you write the letters.

Look at each letter and try chanting the strokes as you write.

i

swing, slant down,
swing, and dot

u

swing, slant down,
swing, slant down,
and swing

w

swing, down, swing,
down, swing, and swing

r

swing, dip, downstroke,
and swing

s

swing, slant down,
up and around, and
swing

j

swing, dip, downstroke,
and swing



Take out your interlined notebook or interlined paper.

If you had difficulty with any letters, write a row of them on your paper. Think about the correct shape, slant, size, and rhythm as you write. Remember to try chanting the strokes as you write.

Tell the student which letters he or she needs more practice with. If the student can write all the letters correctly, he or she may proceed directly to the Assignment Booklet.



Go to Assignment Booklet 2B.
Do Assignment 7: Handwriting.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

If you have a book containing Aesop's fables, your student may want to read some of them silently.

Action Words

verb: a word that expresses an action or state of being

In the sentence "Abigail walked to school," walked shows an action. In the sentence "Abigail is a student," is shows a state of being something.

On Day 14 you learned that nouns name people, places, and things. Nouns tell **who** or **what** a sentence is about.

Many **verbs** are action words. Verbs tell **what** is happening. Words like run, jump, and play are verbs.



Take out your crayons and markers.

Write the following sentence on the chalkboard: *The rabbit ran fast.* Ask the student to show you the noun and the verb in the sentence. If you think the student needs more practice, make up additional simple sentences and ask the student to find the noun and the verb.

Read each sentence. Put a red circle around the noun and a blue circle around the verb.

9. The grasshopper hopped quickly.
10. The ant tugged.



11. Eat your apple.
12. The snow falls.

Read the following sentences. Put red circles around the nouns and blue circles around the verbs.

13. The bird chirped and sang.

14. Grasshopper and Ant chatted.

15. Tortoise lumbered along the path.

16. Can Tim jump over the fence?

Verbs often have endings, such as ed or ing.

Read the sentences below:

- The grasshopper chirped.

- The grasshopper is chirping.



Texture

On Day 14 you made a collage with different kinds of paper and cloth to show texture. Today you will look at some of the ways artists and illustrators show texture. You will have a chance to try some of these ways for yourself.



Take out *Spreading My Wings* and *Tales—Princesses, Peas, and Enchanted Trees*.

Turn to page 47 in *Spreading My Wings*. Look at the tree trunk in the picture.

17. How do you think the trunk would feel? **smooth** **bumpy**

The artist showed that the tree trunk had big bumps by drawing curved lines on the trunk.

Turn to page 31 in *Tales—Princesses, Peas, and Enchanted Trees*. Look at the tortoise's legs.

18. How do you think those legs would feel? **smooth** **bumpy**

19. How did the artist show that? _____

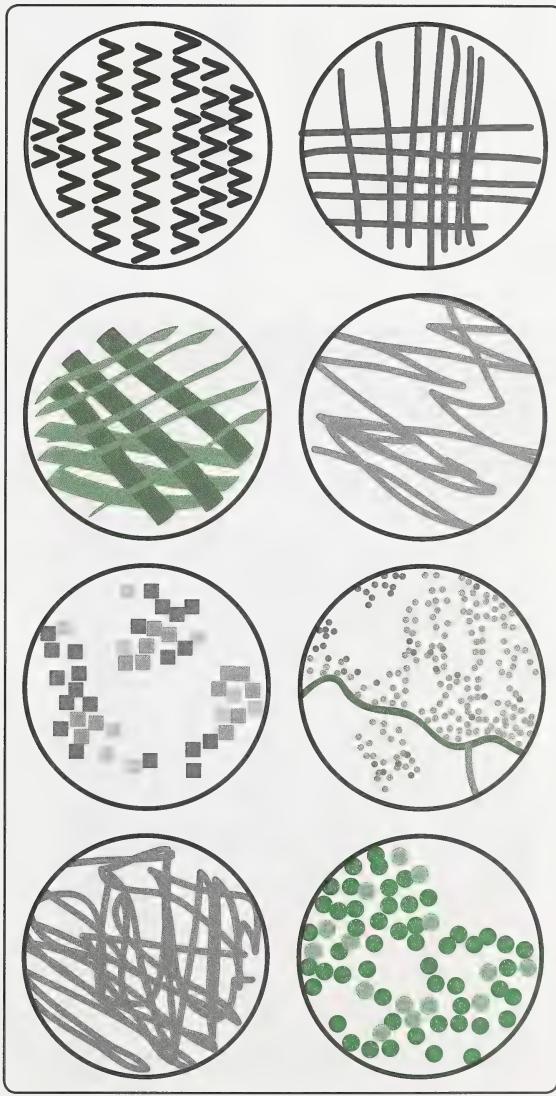
Turn to page 39 in *Tales—Princesses, Peas, and Enchanted Trees*. Look at the cat's back.

20. How do you think the cat's back would feel? **smooth** **bumpy**

21. How did the artist show that?

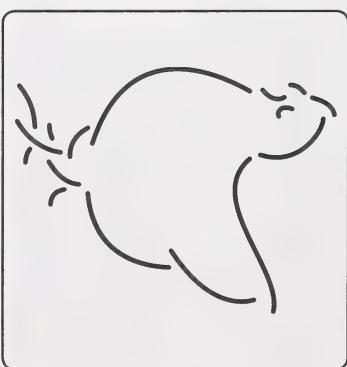
Artists often use lines and dots to show **texture** in a picture. Look through your other picture books. Look for ways that artists use lines or dots to show texture. Show your home instructor the examples you find. Tell your home instructor how you think the object would feel.

Have the student look through other picture books. Draw the student's attention to the type of lines that were used to show texture. Ask the student to tell you how the object in the picture would feel if you could touch it.



Story Time

Find a comfortable spot. Listen as your home instructor reads.

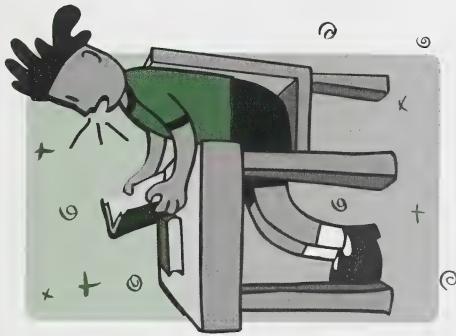


Look at the animal outlines below. Give each animal some texture. Use lines like you see in the samples on the previous page or use your own ideas. Think about how the animal would feel if you could touch it.

Looking Back

You worked with fables again today. How did your recording turn out? Did you remember to read with expression? Was the reading smooth and flowing? Did you have trouble with any of the words?

What activity did you enjoy most today?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

Aesop: a Greek writer who wrote fables

verb: a word that expresses an action or state of being

In the sentence “Abigail walked to school,” *walked* shows an action. In the sentence “Abigail is a student,” *is* shows a state of being something.

version: a different form of something

An example is the same story told in prose and in poetry.

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	
103	Photodisc/Getty Images
104	© 2002–2003 www.clipart.com
105	© 2002–2003 www.clipart.com
106	© 2004–2005 www.clipart.com
107	© 2002–2003 www.clipart.com
109	Photodisc/Getty Images
111	Rubberball Productions/Getty Images
112	© 2002–2003 www.clipart.com
113	Digital Vision/Getty Images
116	bottom: Photodisc/Getty Images remainder: Eyewire/Getty Images
117	© 2002–2003 www.clipart.com

Day 16

More Fables

When you read two more fables today, you'll get to make up your own morals. Do you think you're as wise as Aesop?

You've learned several ways to show texture in artwork. Have more fun with texture as you work with rubbings today.



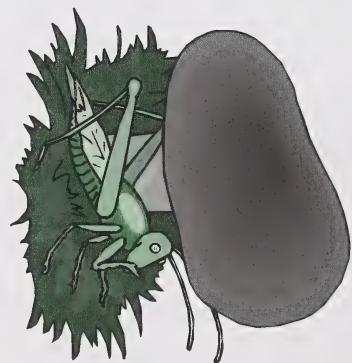
Getting Started

You know that Aesop created fables to teach people lessons about life. You've read about a grasshopper who learned the hard way that it's best to plan ahead and prepare for the future. The story of the tortoise and the hare taught people that working slowly but steadily can get the job done.

The moral of a fable is like the main idea of a story. It is what the author wants you to learn. In the story "Home Early," Emma's daddy learned how important spending time with Emma was. That was one of the main ideas of the story.

Cora Weber-Pillwax probably wants the reader to learn how important nature is to our happiness.

What do you think Cora Weber-Pillwax wanted to teach the reader in the story "Billy's World"? Tell your home instructor.



Two More Fables

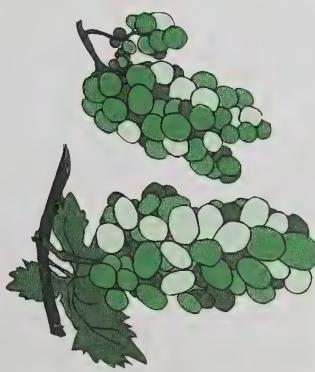
Read the following fables. Think about what Aesop wants the reader to learn.

The Fox and The Grapes

One hot summer day, Fox trotted through an orchard. Suddenly, he spotted a plump, well-ripened bunch of grapes hanging from a branch.



“Just what I need to quench my thirst!” he thought.



He took a run at the grapes and jumped, but he missed the bunch. He ran and he jumped again and again, but he could not reach the grapes. At last he gave up and walked away saying, “They were probably sour anyway!”

What lesson do you think Aesop wanted the reader to learn? Discuss it with your home instructor.

1. Write a moral for the fable.

Discuss the main idea of this fable and help the student understand what Aesop wanted the reader to learn.

The Lion and the Mouse

Lion slept soundly under a tree. Little Mouse began running up and down on him, not realizing that it was a lion he was scampering on.



Lion awakened and with a roar he trapped the mouse under his huge paw and prepared to eat him. Little Mouse cried, "Oh, please forgive me and let me go. Perhaps some day I shall be able to repay your kindness."

Lion was so amused by the idea of a mouse being able to help him that he lifted up his paw and let Mouse go.

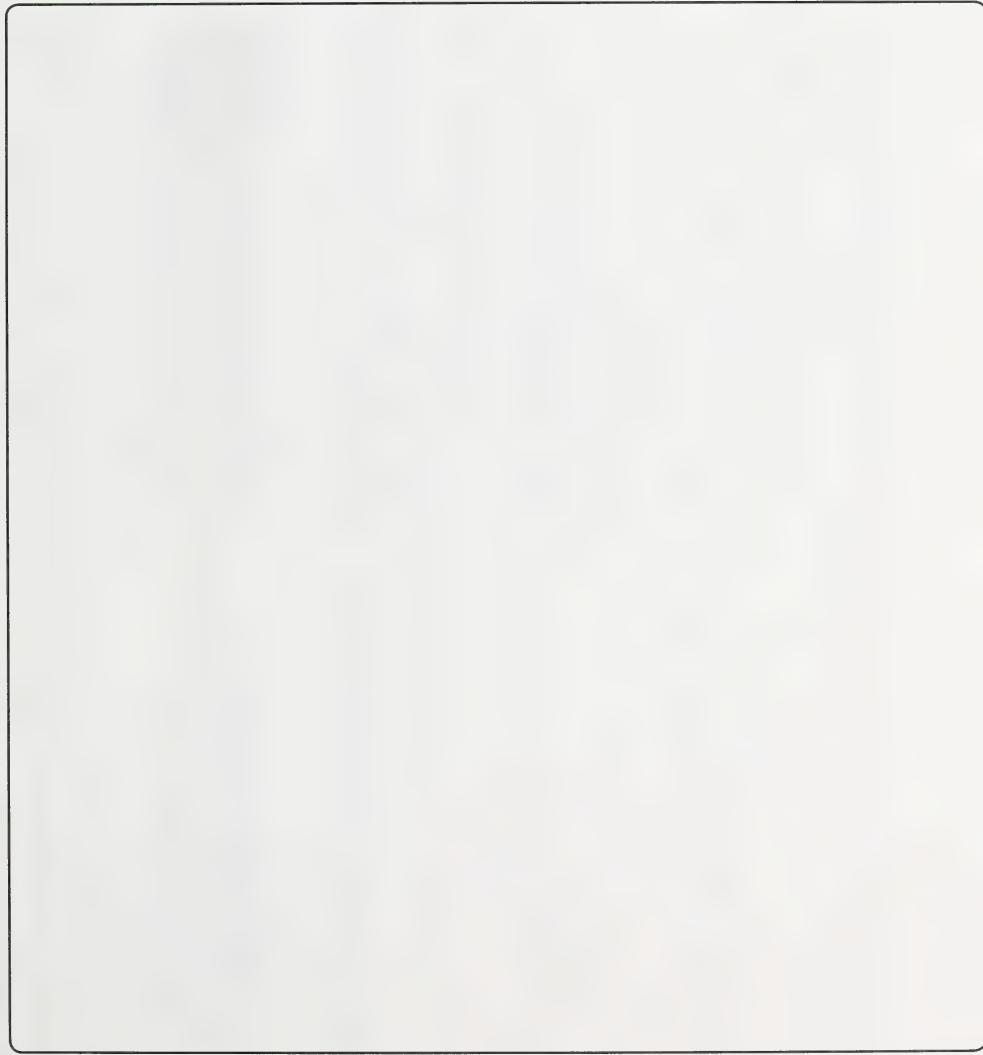
Some time later, hunters trapped the lion in a net. They left him tied in the net and went to find a wagon to haul him away. Just then, Little Mouse came by and, seeing the lion's sad situation, went up to the net and began gnawing on it.

Little Mouse soon chewed through the ropes and freed the mighty lion.



2. A good moral for this fable would be _____

3. Which of the two fables did you like best? Draw a picture of your favourite.
Use lines or dots to show texture.



Phonics

Can you use what you have learned about long and short vowels to help you read and spell words? You will make a small booklet and read it to your home instructor today.



Go to page 49 in your Phonics book. Remove the page carefully.

The student will read the booklet aloud to you. Can the student use the long- and short-vowel rules to decode unfamiliar words?

Follow the directions to make the booklet about animal homes. Read the booklet silently; then read it aloud to your home instructor.

Look at the words in the story.

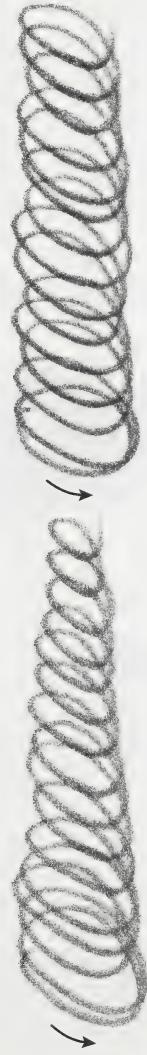
4. Write five short-vowel words.

5. Write five long-vowel words.

Handwriting

You'll learn how to write t today.

Make two left tornadoes on the chalkboard to warm up.



As you write your letters, make sure that

- the underswing goes nearly one space high



- the downstroke is on the same slant as the underswing



- the tail swings to the same height as it does on the smaller letters

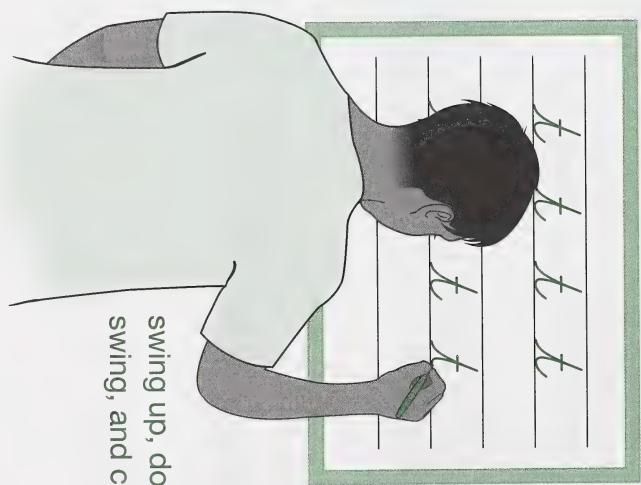


- the crossing stroke is straight across the interline from left to right



Demonstrate how to form the letter *t* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.

Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



Keep practising until you can make a very good *t* in handwriting.

Take out your interlined notebook or interlined paper.



Get ready to try some t's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter t goes nearly to the top line.

t t t

Practise at least two rows of t's on your paper or in your notebook. Remember to try chanting the strokes as you write.

Now try joining the t to some letters you know to make words.

top eat

Practise writing the words you see above. Write them on the chalkboard or whiteboard. Then try a row of each word on your paper or in your notebook.

Monitor the student as he or she attempts to join the letters.
Watch for correct formation and consistent slant.

Check the student's posture, paper position, and pencil grip.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Describing Words

You have learned about nouns and verbs.

6. A noun is a word that names a _____,

_____ , or _____.

7. Most verbs are _____ words.

adjective: a word that describes a noun (person, place, or thing)

describe: tell what a person, place, thing, or event is like; give details that help others imagine what you are talking or writing about

Today you will learn about **adjectives**. An adjective **describes** a noun. An adjective gives you more information about the noun.



Read the sentence below:

The huge lion roared.

Lion names something, so it is a noun.

The word **huge** tells about the lion. It is an adjective.



The huge lion roared.

Read this sentence:

The tiny mouse squeaked.

8. Underline the noun in the sentence.

9. What word describes the noun?

The tiny mouse squeaked.

10. The word **tiny** is a **verb**
an **adjective**
a **noun**



Now read another sentence:

The juicy, purple grapes hung down.

11. Underline the noun in the sentence.

12. What words tell about the grapes?

13. The words purple and juicy are

verbs adjectives nouns

Adjectives may include words that tell about things like the colour, size, shape, flavour, or texture of a noun. Adjectives help authors make their writing more interesting.

14. Now it's your turn. Write an adjective in front of each noun to tell something about it.

the _____ fox a _____ turtle
the _____ ant a _____ apple
the _____ trees a _____ day



The juicy, purple grapes hung down.

Go to Assignment Booklet 2B. Do Assignment 8:
Nouns and Adjectives.



Using Rubbings to Show Texture

You have learned how to use dots and lines to show texture. You made a collage with different textured papers and cloth. Today you'll experiment with some ways to use rubbings in a collage.



Take out *Tales—Princesses, Peas, and Enchanted Trees*.

Turn to page 38. Look at the illustrations for the poem “The Hare and the Tortoise.”

Notice how the illustrator, Sylvie Bourbonniere, showed texture in the picture.

15. How do you think she did that?

If you have a piece of clothing made from corduroy in your home, show the student. Compare the corduroy's texture to the texture in the illustration.

Have you ever seen a type of cloth that has little lines like that?



Take out some crayon pieces and thin paper.

Tracing paper or other lightweight paper works the best for rubbings.

You are going to spend some time gathering rubbings. Find as many different things as you can in and around your home that are textured. Look for things such as tiles, textured wallpaper, rocks, bricks, flat ornaments, dishes, flooring, rough wood, textured furniture, or embossed paper or cards.

If necessary, assist your student by holding the page firmly against the object as he or she does the rubbing.

Broken crayons turned on their side make the best rubbings. Place the thin paper over the item and rub lightly with the side of the crayon until the texture comes through. Cover the whole paper with the texture. Use a different colour for each page of rubbings you make. Make many rubbings.

When you have made a selection of rubbings, take them back to your workspace.



Think about a nature picture you would like to make. Cut out simple shapes from your papers with rubbings. Use the shapes to make a picture, just like you did on Day 14. Glue the shapes onto a sheet of unlined paper.



Story Time

Find a comfortable spot. Listen as your home instructor reads.

Looking Back

Was it easy or difficult to decide on a moral for the fables you read today? What are adjectives? Did you find lots of interesting things to make rubbings of?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.



Glossary

adjective: a word that describes a noun (person, place, or thing)

describe: tell what a person, place, thing, or event is like; give details that help others imagine what you are talking or writing about

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	
119	Photodisc/Getty Images
120	top: © 2002–2003 www.clipart.com bottom: Photodisc/Getty Images
121	top: © 2004–2005 www.clipart.com bottom: © 2002–2003 www.clipart.com
122	top: © 2004–2005 www.clipart.com bottom: © 2002–2003 www.clipart.com
128	Rubberball Productions/Getty Images
129	top: © 2004–2005 www.clipart.com bottom: © 2002–2003 www.clipart.com
130	Photodisc/Getty Images
132	Photodisc/Getty Images
133	bottom: Photodisc/Getty Images
134	Photodisc/Getty Images

You have been exploring fables and learning a lot about nature and animals over the last few weeks. Did you enjoy the fables?

Today you'll need to think about the things you have learned as you write a haiku poem and illustrate it.

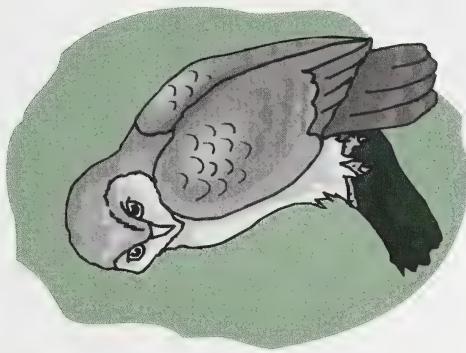


Getting Started

Do you remember reading the haiku poem on Day 2 of this module? What do you remember about haiku poetry? Tell your home instructor.

Haiku

Reread the haiku poem from Day 2. What animals does it tell about?



Sleepy-eyed owl
Dreaming of tasty lemmings
Winking at old moon

The student will tell you as many things as he or she can remember about haiku poetry.

Help your student find Japan on the globe or in an atlas.

Haiku poems are a special type of Japanese poetry. Ask your home instructor to show you where Japan is on the globe.

Haiku poems usually follow a special pattern:

- Haiku poems have three lines.
- The first line has five syllables. The second line has seven syllables. The third line has five syllables. You may want to clap the syllables to demonstrate.
- Haiku poems describe something in nature.
- The poem should give you vivid images in your mind.
- The events in the poem happen in the present.

Review the definition of nouns, verbs, and adjectives if necessary.

Look back at the poem.

1. The three nouns in the poem are _____, and _____, _____.

Each noun has a describing word or adjective in front of it.

2. Write the adjective that describes each noun in the poem.

_____ owl

_____ lemmings

_____ moon



3. Read the haiku below. Does it follow the pattern? _____

Spring rains softly come
The patchwork snow disappears
Red kites sail the sky.

4. The three verbs in the poem are _____, _____, and _____.

Think about a wild animal you would like to write about. It might be an animal from one of the stories or even an extinct or endangered animal.

Brainstorm words to describe the animal you have chosen. Your home instructor will write them on the chalkboard for you.

Brainstorm action words that tell how your animal moves.

Brainstorm nouns that tell about the habitat, food, or characteristics of the animal.

Brainstorm adjectives that describe each noun you chose.



As the student brainstorms adjectives, write them on the chalkboard.

As the student brainstorms verbs, write them under the heading *verbs* on the chalkboard.

Put the nouns on the chalkboard. The student will think of adjectives to describe the nouns.

Write these adjectives beside each of the brainstormed nouns. For example, if the student chooses the noun *pond*, write *pond* and brainstorm adjectives such as *damp, humid, steamy, tangled, ready*.

Use the nouns, verbs, and adjectives you brainstormed to write your haiku.
Arrange the words into three lines with five, seven, and five syllables.



Assist your student with checking the lines for the correct number of syllables.

When you are satisfied with your poem, write a good copy of it in the Assignment Booklet.

Your teacher will be looking for vivid images, descriptive adjectives, and the correct pattern in your poem.

Go to Assignment Booklet 2B. Do Assignment 9: Haiku Poem.



Spelling

Today you will review the spelling words for the last time. On Day 18 you will write your final spelling test.

Look back to the list on Day 2. Choose **one** of the activities below to practise your spelling words and challenge words.

- Make a word train with your spelling words. Write each word end to end as one long word. Use a different colour for each word.
- Cut out letters from newspapers or magazines to spell each word.
- Draw a picture for each word. Write the word under the picture.
- Write each word, then write a rhyming word beside it.
- Make up a word-search puzzle containing all the spelling words. Ask someone in your family to solve it.

Phonics



Go to your Phonics book. Do pages 51 and 52 by yourself. Remove the page carefully. You will send this to your teacher on Day 18.

Handwriting

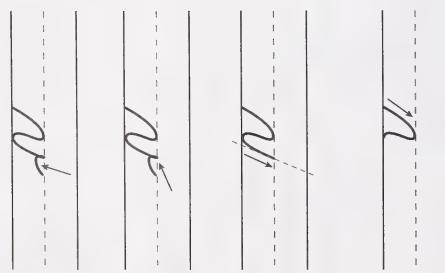
You'll learn how to write v today.

Today's letter begins with an overswing stroke. Write several right ovals on the chalkboard to warm up.



As you write your letters, make sure that

- the first stroke is an overswing that curves around and down
- you swing up on the correct slant
- there is a small downstroke before the swing
- the swing stroke is a short one



Try this letter on the chalkboard or whiteboard. Your home instructor will help you.
As you write, try chanting the strokes below.



over,
around and
down, up
and swing

Keep practising until you can make a very good v in handwriting.



Take out your interlined notebook or interlined paper.

Check the student's posture, paper position, and pencil grip.

Get ready to try some v's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter v goes to the interline.

v v v

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.

Practise at least two rows of v's on your paper or in your notebook. Remember to try chanting the strokes as you write.

Now try joining the v to some letters you know to make words.

vane van

Practise writing the words you see above. Write them on the chalkboard or whiteboard. Then try a row of each word on your paper or in your notebook.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Be an Illustrator

You have looked at many different illustrations in books. You thought about how the artists used texture in the pictures.

Today you will use what you know about texture to be an illustrator. You will create an illustration for your haiku poem.

Think about your poem. What will you show in your illustration? Tell your home instructor your plan.

Your illustration should show texture in some way. You may choose to show texture by using rubbings, collage, or dots and lines. You may use a combination of the three ways if you like. Use colour to show the mood or season.

Be creative! You will send your illustration to your teacher on Day 18.



The student should tell you what images from the poem will be shown in the illustration.

Story Time

Find a comfortable spot. Listen as your home instructor reads.

Looking Back

You used things you learned in this module to create a poem and an illustration. How did your creations turn out? Is there anything you would do differently next time?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page

136	Copyright © 2003 Alberta Education and its licensors. All rights reserved.
137	© 2002–2003 www.clipart.com
138	© 2002–2003 www.clipart.com
139	Digital Vision/Getty Images
145	Photodisc/Getty Images

Day 18

People Can Make a Difference

Congratulations, you will finish Module 2 today! You'll think about all the things that you have learned in this module. What will you choose to share with your family today?

You've studied ways that you and the people you know can make a difference to the environment. Today you'll use what you know to create a poster. The poster will remind your family or community members of ways to preserve habitats and take care of the world.



Getting Started

It's time to think back on all the things that you have learned in this module. What new things have you learned? What good books or stories did you read? What were some of your favourite activities? Discuss these questions with your home instructor.

Multiple-Choice Questions

You have read stories and answered questions in many activities. Today you will learn to answer **multiple-choice questions**.

When you answer multiple-choice questions, you need to read the question, then read all the answers carefully. You choose only one answer for each question.



multiple-choice question: a type of question in which the respondent or student must choose the correct answer out of several possible answers
Multiple means many.

The student will reflect on what new things were learned and activities that were enjoyed in this module.

Read the story below.

Young Caribou slipped under the spiky branches of a spruce tree. He loved visiting his storytelling grandpa.

"Tell me the story about Mysterious Caribou," he begged.

Grandpa began, "Long, long ago, on a snowy day, Mysterious Caribou appeared near my herd. His coat was tattered and torn. His hooves were cracked and bleeding. A cold north wind growled around his antlers."

"I come from a land on the edge of the tundra," Mysterious Caribou said in a deep, sad voice. "My herd roamed the land without a care in the world. We played games, nibbled tasty lichens, and chased the wind."

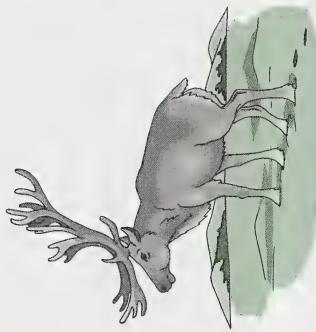
Mysterious Caribou continued, "Then the tall, metal oil rigs came. When they found the oil, they bulldozed the tundra to make roads and pipelines. Little by little our beautiful lichen was destroyed. We searched and searched, but the food was gone. Now my herd is near extinction."



Read the question and read all the answers. Colour in the dot next to the best answer for each question.

1. Who was Young Caribou visiting?

- the spruce tree
- his grandpa
- Mysterious Caribou
- the tundra



2. What does extinction mean in this story?

- put out
- in danger
- no longer existing
- hungry

3. Lichen is

- a type of plant that caribou eat
- a tree that grows in the tundra
- the caribou's home
- a type of oil rig



Ask the student to tell you what the question is asking and to read all four answers. If the student does not recall the answer, encourage him or her to reread the story until the answer is found.

4. Which of the following endings would be a happy ending?

- Mysterious Caribou dies from his injuries.
- Mysterious Caribou returns to his herd.
- Mysterious Caribou finds oil.
- Grandfather's herd invites Mysterious Caribou to join them.

Now try some multiple choice questions in your Assignment Booklet.



Go to Assignment Booklet 2B. Do Assignment 10: Fable Questions.

Spelling

Refer to the Home Instructor's Guide for the spelling words and dictation procedure.



Go to Assignment Booklet 2B. Do Assignment 11: Spelling Test.

Remember, you are expected to spell these words correctly whenever you write them. They are in your Writing Dictionary if you forget how to spell them.

Handwriting

You'll learn how to write y today.



Today's letter begins with an overswing stroke. Write several right tornadoes on the chalkboard to warm up.

As you write your letters, make sure that

- the y begins the same way as v does

ny

- the downstroke is on the correct slant and is one half-space long below the line

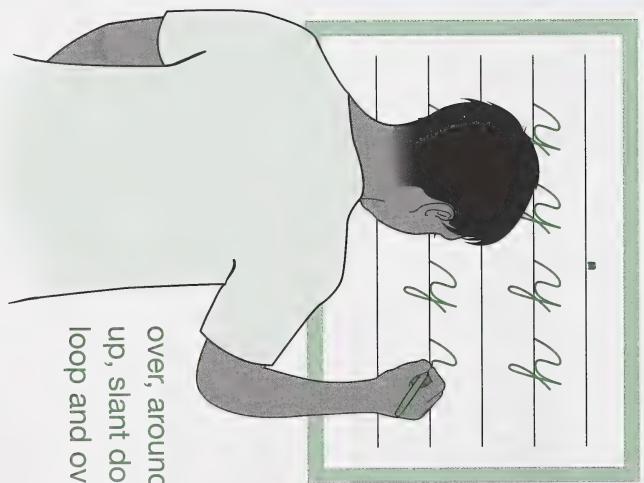
ny

- the loop crosses at the line, and the tail ends about halfway to the dotted line

ny

Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.

Demonstrate how to form the letter y on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic.



over, around and
up, slant down,
loop and over

Keep practising until you can make a very good y in handwriting.

Take out your interlined notebook or interlined paper.



Get ready to try some y's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter y goes below the line.

y y y

Practise at least two rows of y's on your paper or in your notebook. Remember to try chanting the strokes as you write.

Now try joining the y to some letters you know to make words.

you pay

Write the words on the chalkboard or whiteboard. Then try a row of each word on your paper or in your notebook.

Check the student's posture, paper position, and pencil grip.

Monitor your student for correct formation of the letter.

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.



Go to Assignment Booklet 2B. Do Assignment 12: Handwriting.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



Your home instructor will tell you about today's physical activity.



Go to Grade Three Mathematics.



People Can Make a Difference

You have learned about endangered and extinct animals. As you read and did research, you probably discovered that the destruction of habitats is a serious problem in Canada and in other parts of the world. The good news is that people can make a difference. Organizations, groups, and families can work together to preserve the environment and to help save animal habitats.

Even small, everyday things can make a difference. Look at the list below and on the next page.

5. Put a **✓** beside the things you and your family can do to help preserve animal habitats and to help the environment. Put an **✗** beside the things that will harm animal habitats.

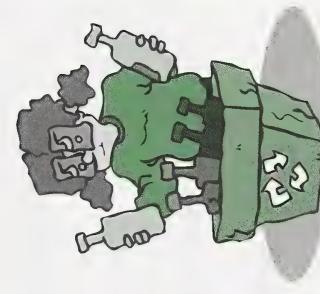
_____ Recycle newspapers and bottles.

_____ Pour used oil into a stream.

_____ Pick up litter in a park.

_____ Turn the lights off when no one is in the room.

_____ Pick wildflowers in a national park.



_____ Write letters to encourage local politicians to create nature reserves or parks.

_____ Throw garbage out the car window.

_____ Plant a flower garden or a vegetable garden.

_____ Plant trees on an eroding ravine.

_____ Ride a dirt bike or quad near a wetlands nesting site.

_____ Ride your bikes instead of taking the car for short distances.

_____ Build a bird feeder or bird house.

_____ Carve your initials in a tree.

_____ Get some friends to help clean up a pond.

_____ Bring baby animals from the forest home as pets.

conserve: use and manage something carefully so that it will not be wasted or wrecked

Remember how you made a poster to help Laker and her friends? Today you can make a poster to help people in your family or community remember to **conserve** the environment.





Take out a sheet of poster paper and your crayons and markers.

Choose an idea that will remind people to recycle, reduce, reuse, or preserve the environment.

- Make up a catchy **slogan** to tell people your message.
- Write the slogan in large, easy-to-read letters.
- Colour in the letters.
- Write any other messages you have in smaller letters.
- Draw, paint, or make a collage to illustrate your idea.
- Put your poster up in your home or on a display board in the community.

Discuss with the student what a slogan is.

slogan: a word or phrase that is catchy and easy to remember

Slogans are used by groups to advertise their purpose or guiding beliefs. An example is "Safety First."



Sharing Your Work

You may want to save the examples the student has chosen in a special folder or portfolio. At the end of each module the student will choose two or three samples. If you save these samples, you can use them to show your student how he or she has improved over the year.

You have done a lot of work in this module. Look back at the work in your Writing Folder, Art Folder, Assignment Booklet, Student Module Booklet, and Course Container.

Complete the Home Instructor's Comments at the end of Assignment Booklet 2B. Use the items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed.

Mail, fax, or e-mail the required projects and Assignment Booklet 2B to the teacher.



Go to Assignment Booklet 2B. Do the Student Learning Log.

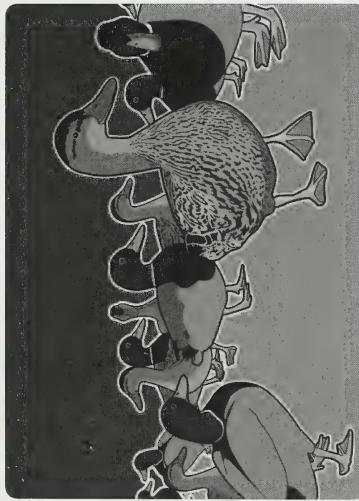
Story Time

Find a comfortable spot. Listen as your home instructor reads.



Looking Back

You have learned many things about animals and ways you can help preserve the environment. What activities did you like best in this part of the module? Is there anything you'd like to learn more about?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

conserve: use and manage something carefully so that it will not be wasted or wrecked

multiple-choice question: a type of question in which the respondent or student must choose the correct answer out of several possible answers
Multiple means many.

slogan: a word or phrase that is catchy and easy to remember

Slogans are used by groups to advertise their purpose or guiding beliefs.
An example is “Safety First.”

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

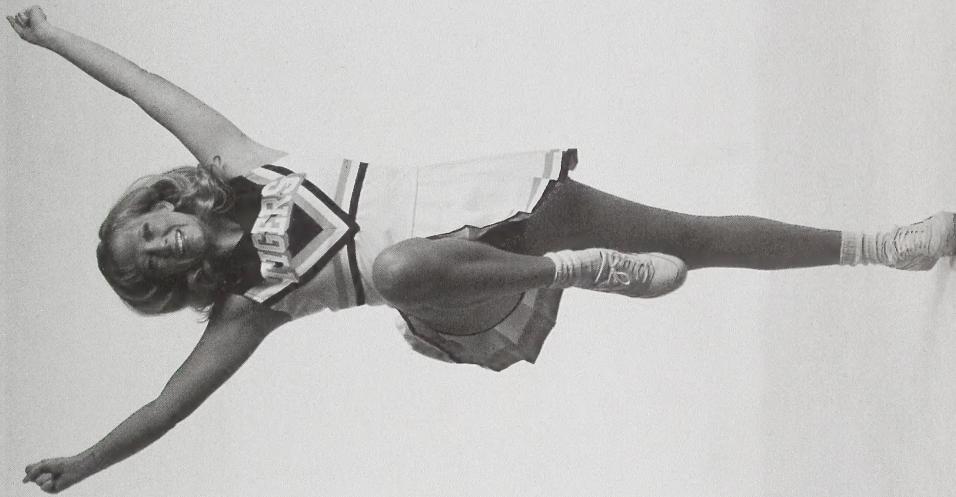
Page	
148	Photodisc/Getty Images
150	© 2002–2003 www.clipart.com
151	both: © 2002–2003 www.clipart.com
156	Rubberball Productions/Getty Images
157	© 2002–2003 www.clipart.com
158	© 2002–2003 www.clipart.com
159	Photodisc/Getty Images
160	© 2002–2003 www.clipart.com
161	Artville/Getty Images

Module Summary

Hip, hip, hurray! Three cheers for you! You have finished another module!

In this part of the module you learned how to

- figure out long words
- find the nouns, verbs, and adjectives in a sentence
- record a science experiment
- write a haiku poem
- help preserve habitats and the environment
- use texture in pictures



© 2005